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ABSTRACT

This training facilitator's manual is intended to train individuals in implementing the Insights program for self- and career awareness for the elementary grades. Topics discussed in the introduction include: the theory of the Insights program, self-esteem, the basic assumptions of worth and worthiness, fundamental life questions and dynamic responses to them, awareness, social interaction, and mastery. Section 2 is a guide to sharing circles that presents guidelines for organizing and leading sharing circles and following basic sharing circle rules. Additional sharing circle strategies, including using the leader's turn to upgrade involvement of children, asking open-ended questions, and reviewing the material shared, are covered in Section 3. Outlined next are strategies for using the following types of Insight activities: dyads, triads, small group discussions, class discussions, brainstorming, dramatizations, creative writing, research, and art and music. Section 5 includes a training resources checklist and three training modules consisting of key activities. Each key activity includes a purpose, time requirement, list of materials needed, directions, and summary. Section 6 discusses coaching and debriefing a sharing circle, Section 7 answers 33 questions frequently asked by sharing circle leaders, and Section 8 lists 39 additional resources. (MN)

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INSIGHTS

A Self and Career Awareness Program for the elementary grades

Training Facilitator's Manual

FOR USE IN TRAINING EDUCATORS IN THE IMPLEMENTATION OF THE INSIGHTS PROGRAM

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PROGRAM OVERVIEW

"The American workforce is running out of qualified people. If current demographic and economic trends continue, American business will have to hire a million new workers a year who cannot read, write or count."

—David Kearns, Chairman of Xerox

In response to this gloomy forecast The Florida Department of Education put forth a "BLUEPRINT FOR CAREER PREPARATION." From its Executive Summary comes this statement:

> Education and economics. They are intertwined . . . and interdependent. Never before has it been more important for our state to recognize the relationship between the way we educate our young people and the jobs available in Florida's future.
>
> Demographics are changing, and we now operate in a competitive global marketplace. That's why we must change the way we do business in education. When business produces an inferior product, it fixes it. in fact, our entire economic survival is depending on it.

INSIGHTS is the program developed to meet this challenge. The product of Florida education is learning . . . its customers—the children . . . its revenue—the future.

PURPOSE OF THIS MANUAL

As a recipient of this Training Facilitator's Manual and a participant in the *INSIGHTS* Facilitator Training, you will have the primary responsibility for effective implementation of the *INSIGHTS* Program at the school or site level.

This manual serves as a workbook to facilitate **YOUR** training and an important resource for your use in training others.

It contains everything you will need to be effective in doing your part in effecting successful implementation of *INSIGHTS*.

The manual is organized to give you a working knowledge of primary curriculum components; to acquaint you with useful program strategies; to give you answers to frequently asked questions; to supply you with flexible training outlines and agendas; and, finally, to provide you with a proven model for ensuring successful implementation.

Enjoy this training and glean from it the things that will allow you to be a valuable contributor to the success of the *INSIGHTS* Program and the things that will contribute to your personal and professional success.

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SECTION 1

Welcome to *INSIGHTS*

Welcome to INSIGHTS . . .

Insights Theory

The theory foundation of the ***INSIGHTS*** Program has been developing for over twenty-five years. Originally conceived as the Human Development Program, it has been refined and developed by the **MCPC Group** to reflect the growing body of research in learning strategies and human relations and organizational development. Taking "organizational" in its broadest definition, this latter area is important because, aside from our relationship with ourselves, we exist in a social world where our most significant learnings and experiences derive from organizational relationships. These range from our simplest contact with others to our deepest, most complex and intimate personal relationships.

An Eclectic Foundation

In an age when many people and systems have become alienated and confused, the educational system is in a unique position to alter this trend. In order for children to be ready for a fulfilling, productive adult life, they need to experience the fullness of themselves first. They need to know who they are, how they function, and how they relate to others. They also need to believe in themselves.

A product of synergistic thinking, the ***INSIGHTS*** program addresses these ideals. ***INSIGHTS*** combines carefully selected features from many theories, schools, and systems. For example:

- Alfred Adler's concern for positive self-regard
- Harry Stack Sullivan's recognition that the principle of universality (the realization that everyone experiences the broad range of human emotions) is crucial to mature behavior.
- As children participate in circle sessions, some of their behaviors are positively reinforced, while others are not. Thus the program also utilizes some behavior modification strategies.
- Processes, and content areas throughout the program reveal the influence of other theorists in psychology and education, such as Carl Rogers, Abraham Maslow, Fritz Perls, Sam Keen, Harvey Jackins, Thomas Gordon, Haim Ginott, Albert Ellis, and George Brown.

Psychotherapists generally assume that people grow if their feelings are dealt with first, allowing behavioral change to follow. Rational-emotive therapists seek to influence and reeducate thoughts to facilitate effective and appropriate expression of feelings. Behaviorists focus on the behavior of individuals and try to change that. The aim of the *INSIGHTS* program is to allow all three of these approaches to occur.

We view human beings as whole people—not a collection of parts. We see feelings, thoughts, and behavior as interactive, relating to one another in a multitude of ways. All must be included when we strive for self-understanding and growth. Throughout the program, a wide variety of experiences is offered in order to approach our goals by many roads and with many different tools.

A Definition of Self-Esteem

Because *INSIGHTS* is a self-esteem based program, further discussion of its theory ought to be preceded by a definition and description of self-esteem. We offer the following:

Self-esteem is the sum of all that we have come to believe about ourselves in a qualitative sense. It is our unique perception of our worth and worthiness.

Self-esteem is fluid; that is, it is constantly subject to change. Changes in self-esteem occur in response to specific experiences—both deliberate and natural—and, in a narrower sense, simply because our perceptions of ourselves vary from environment to environment. For example, a student may esteem him/herself more at home than at school; an adult may esteem him/herself more at work than at home—or vice versa. In summary, our self-esteem is the reflection of our belief about self colored by an ever changing environmental landscape.

We have charge over our self-esteem and possess the capacity to change it. However, the current state of our self-esteem determines the quality of our experience in every situation. If we have done nothing to enhance our self-esteem, we are its servant, for better or worse. On the other hand, if we know how to control our self-esteem—and choose to do so—it serves as an invaluable resource to us.

Our self-esteem is like clay in a potter's hand. We can mold of it what we will.

Basic Assumptions of Worth and Worthiness

In order to create an environment that enhances self-esteem, the content and process of ***INSIGHTS*** are designed to reflect these basic assumptions about human worth and worthiness:

- **There is no ceiling on self-esteem.**
- **Every individual is inherently worthwhile.**
- **Each person has the right to be self-determinlng.**
- **Everyone needs and deserves attention, acceptance and affection.**
- **Successes in life nourish the growth of self-esteem.**
- **Self-esteem is enhanced by the development and acknowledgement of identifiable skills and attributes.**

Our society has long been concerned with such matters as pathology, dysfunction, treatments, cures, and crisis intervention. Health has been viewed as the state people are in when they are not visibly sick. Yet health, like illness, exists in degrees.

The basic purpose of ***INSIGHTS*** is to facilitate health by enhancing self-esteem. It does not focus on illness. It is neither therapy nor sensitivity training. Rather, the aim of the program is to create an environment in which people can become instrumental in their own growth and development.

If we believe there is **no ceiling on self-esteem**, we will be prepared to see children (and ourselves) learn, grow, and enjoy life—perhaps more than we had previously thought possible. If we believe that **every human being is worthwhile**, our interactions with children will reflect this attitude. We will not see any student as being inherently unimportant, worthless, or bad. ***INSIGHTS*** reflects the belief that all human beings are valuable, and that each individual is responsible—and must answer—for his/her own behavior.

If every person has the right to **self-determination**, we have a responsibility to make opportunities for expression and actualization known to children and then facilitate their progress as they move toward the goals they choose. ***INSIGHTS*** helps children become aware of their own abilities and strengths and how those have been effective in overcoming obstacles they have faced in the past. In addition, it helps children develop essential skills for achieving present and future goals.

If every person has the right to receive **attention, acceptance, and**

affection, we need to listen to children when they express their feelings and ideas, and help them learn to do this for each other. When genuine attention and acceptance are given and received, affection between people is free to grow. ***INSIGHTS*** consistently provides a framework for realizing these ideals.

INSIGHTS assumes that a key avenue to maintaining and enhancing self-esteem and well-being is through the process of **verbal interaction**. Our emotional and intellectual lives are so complex that we would be devastated if we could not discuss our experiences with one another. When we share our experiences and feelings at a level beyond superficiality, we see the basic commonalties among human beings and the individual differences, too.

INSIGHTS also assumes that internalizing the foregoing principles leads to self-respect. On this foundation we then grow to understand and respect others, and in the process we develop the concern for humanity. It may be that we are now entering an age in which the great principles of morality—of caring and sharing—will be acted upon out of necessity, because this is the only way humanity can survive on a crowded planet. As Maurice Strong put it:

> *For the first time we have a situation in which the moral, philosophical, spiritual insights of the great religious leaders of the world, which used to be thought of as fuzzy-minded idealism — concepts of brotherhood, caring, and sharing—now are preconditions of survival. I think this is a profound thing that people have not yet caught onto—that the moral and physical systems of men are now converging, that one is a precondition of the other.*

If we believe that **successes in life nourish the growth of self-esteem**, we will give children many opportunities to experience success. Not success in a general sense, but specific successes associated with competencies.

We will help children recognize that success reflects more than just an outcome; it also applauds the process by which it was realized. Therefore, how we do something is as important as what we do.

Consider the excitement you feel when you solve a particularly difficult puzzle. Then ponder the frustration that accompanies the realization that you don't know how you did it! In an effort to recreate the result, you focus on the process. As each new effort fails, it is cataloged so as not to be repeated. Then it happens. You solve the puzzle again. You experience the same thrill as before, but now it is magnified by the knowledge that you possess the process for repeating it again. This is the kind of success experienced by Edison with the light bulb, by Bell with the telephone, and by every person who has recognized a need or problem, and created or discovered a solution for it. This is the success that we must acknowledge in ourselves and others.

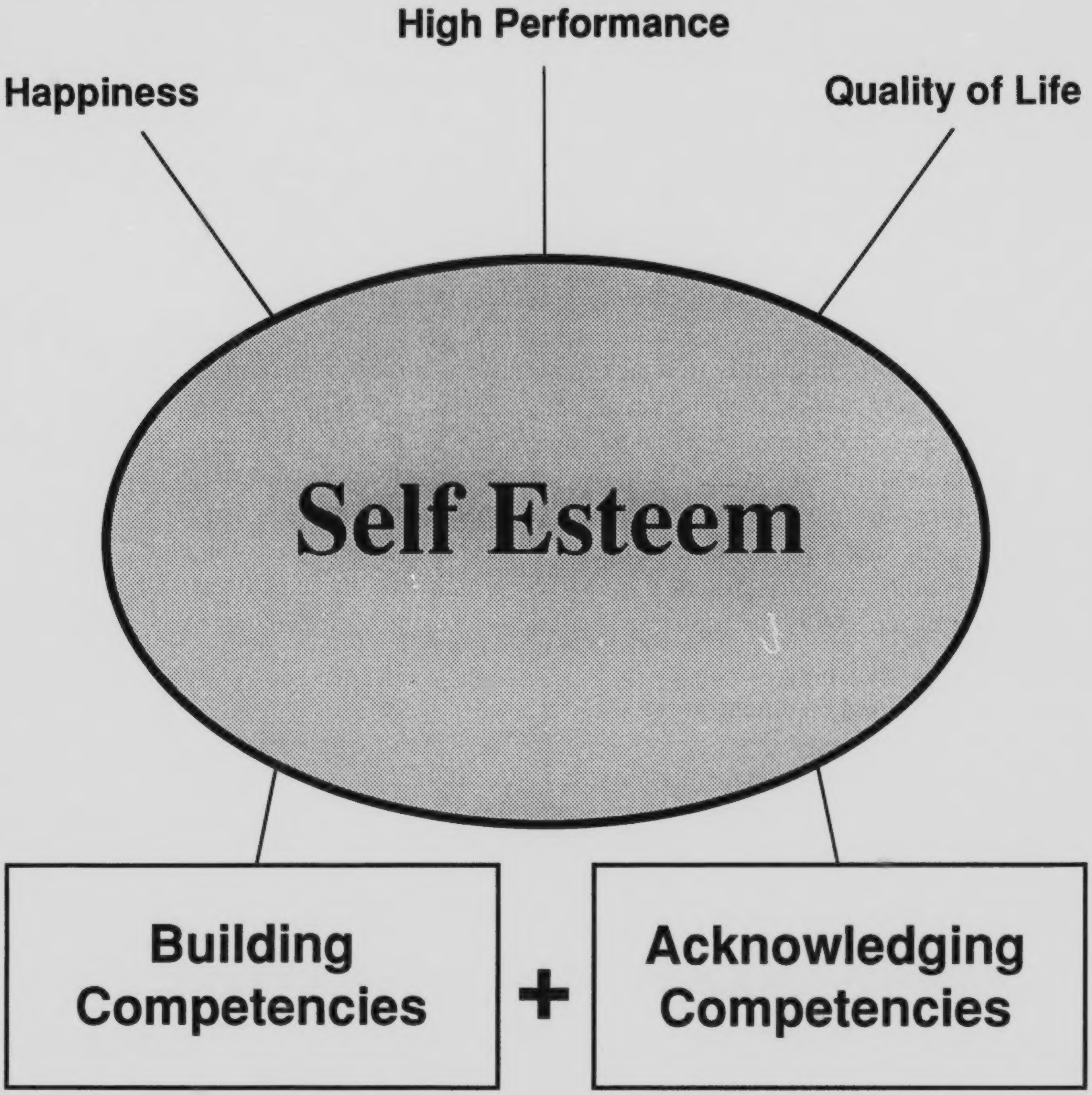
If we believe that **self-esteem is enhanced by the development and acknowledgement of identifiable skills and attributes**, we will show children what those skills and attributes are, and we will give children many opportunities to practice them. In addition, we will encourage children to acknowledge themselves and one another for every increment of progress.

We frequently overlook these critical skills and attributes because they are non-academic. Yet all people, young and old, require them. Research demonstrates that when deficiencies in their development exist, individuals are "at risk." On the other hand, as they are developed, performance goes up and self-esteem is enhanced. This holds true for all socioeconomic levels, all cultures, and for every other environmental condition or circumstance. ***INSIGHTS*** addresses these skills and attributes repeatedly through activities and discussion topics. They are:

- listening
- oral communication
- trusting
- reliability/dependability/responsibility
- understanding of others (empathy)
- adaptability
- assertiveness
- initiative/work ethic
- decision making
- time management
- goal setting
- stress management
- leadership
- problem solving

As we develop necessary skills and attributes, they are reflected in accumulated successes. These refine and sharpen the accuracy of our perception of self and the value we assign to that perception. Here is a visual model that reflects the mechanics of this relationship:

DEVELOPING SELF ESTEEM



High Performance

Happiness

Quality of Life

Self Esteem

Building Competencies + **Acknowledging Competencies**

- Skills
- Attributes

- Personal
- External

Fundamental Life Questions

Children constantly ask themselves some very basic questions about life and living. One of these questions is, "Who am I?" The ability to answer this question at all reflects awareness of self. Many children answer the question negatively or evasively, which may reflect what they have learned about themselves from a hostile or non-supportive environment, or from a simple lack of self-awareness.

Children also ask themselves, "What can I do?" Their constant testing of their physical, mental, emotional, and verbal powers often drives us to fits of distraction. Positive responses to this question reflect a degree of success in accomplishing goals. Negative responses, on the other hand, are often a result of an environment that does not recognize their constructive efforts or help them to discharge their energies in positive directions.

Children, in a variety of verbal and nonverbal ways, are also trying to find out "Can I get along with people?" Children who answer positively tend to feel comfortable and accepted by their peers and significant others. Negative responses originate out of fears regarding their social relations and skepticism regarding their social roles.

Children who consistently answer these questions in the negative usually grow up with great difficulty. If they have the time and money, they may visit a therapist, whose diagnosis is likely to state that the client has psychological problems in one or more of the following categories: (l) a lack of awareness or avoidance of his/her own emotions, impulses, motivations, and behavior; (2) a feeling of incompetence or; (3) an inability to function adequately in a social milieu. When we consider the debilitating problems that face many human beings, we may well ask, "Are these kinds of difficulties inevitable in the lives of individuals? Can something be done to prevent these kinds of problems?"

A Dynamic Response

There is reason to believe it is possible to effect a positive change in the emotional and social development of human beings when they are young by intervening in their lives in such a way as to ensure awareness, social facility, and self-esteem. This kind of intervention is the purpose of the ***INSIGHTS*** program, which relates to three critical areas of human functioning: (l) awareness (of the feelings, thoughts, and behavior of self and others); (2) social relations (how individuals get along with other people); and (3) self-esteem (how individuals perceive their worth and worthiness). For purposes of brevity these areas are called Awareness, Social Interaction, and Mastery. They comprise the underlying theoretical components of the entire program. The activities and discussion topics in ***INSIGHTS*** are built on a developmental progression from Awareness through Social Interaction to Mastery.

Children relate to others verbally in the circle sessions as each topic is discussed. They also learn to listen. The program provides practice in basic communication skills, while subject matter relating to relevant life issues is being discussed. This provides positive experiences which offer children the opportunity to grow in awareness, to learn more about effective modes of social interaction, and to feel more masterful (self-confident).

INSIGHTS serves as a way of developing, maintaining, and enhancing life skills. The experiences gained from participating in circle sessions can contribute to the reservoir of strength from which we may draw when difficult life circumstances occur.

The following are descriptions of the three growth areas of the program. These may be reproduced to orient faculty, parents, or other interested persons to the fundamental purposes of the ***INSIGHTS*** program.

Awareness

Awareness is a critical element of self-esteem. Aware people do not hide things from themselves. They are in touch with the inner world of their feelings and thoughts, and they are in control of their actions—and they understand that other people feel, think, and behave too. They are also in touch with the reality of the past, the possibilities of the future, and the certainty of the present. Awareness allows individuals to order their lives flexibly and effectively on a moment-to-moment basis.

By contrast, unawareness of what is going on in one's inner and/or outer worlds sets the stage for lack of congruence between what one believes or feels and how one behaves. Feelings of isolation ("I'm the only one who's ever felt like this before.") occur when people are unaware that everyone experiences the same triad of human functioning (feeling, thinking, and behaving) that they do. Unaware people are not in charge of their own lives. By default, their courses are plotted by others or by parts of themselves they have not recognized.

We hope to demonstrate experientially to children, through their involvement with the ***INSIGHTS*** program, that everyone experiences all the emotions. Circle session topics, supporting activities, and experience sheets provide opportunities for children to experience and discuss their emotions in an accepting and non-threatening atmosphere. Children discover that emotions cannot be judged right or wrong, good or bad, in a moral sense. They simply are. To try to negate one's feelings or attempt to take away a feeling in someone else only compounds the situation—as neuroses, insomnia, ulcers, and miscommunication between persons testifies. For this reason the feelings of each student are focused on and accepted in every circle session. As Carl Rogers states in *On Becoming a Person*:

> *...when I can accept another person, which means specifically accepting the feelings and attitudes and beliefs that he has as a real and vital part of him, then I am assisting him to become a person, and there seems to me great value in this.*

Similar to a feeling, a thought, in and of itself, can hurt no one. The cognition phase of ***INSIGHTS*** activities enables children to share their thoughts in a constructive manner. They become aware that even divergent thoughts may be discussed without fear. Children realize that their ability to think is a great power, and may be used constructively or destructively in a multitude of ways. Through their participation in the program, children become more aware of how often they personally use their thought processes to make life meaningful and productive.

Social Interaction

People effective in their social interactions are capable of understanding other people. They know how to interact with others flexibly, skillfully, and responsibly, without sacrificing their own needs and integrity. They have a good sense of timing and are effective at being heard and making needed changes in their environment. These people can process nonverbal as well as verbal messages of others, and they realize that people have the power to affect one another. They are aware, not only of how others affect them, but also of the effect of their behavior on others, and they take accompanying responsibility for their actions.

Without skills in social interaction, individuals confuse situations and give inappropriate responses. They lack positive communication skills and are unaware of how their actions affect others.

According to Harvey Jackins, author of The *Human Side of Human Beings,* every person is inherently intelligent, zestful, and capable of loving, cooperative relationships with others. What goes wrong is that we get hurt, and repeated hurts significantly affect those same inherent gifts. We then have great difficulty liking, trusting, and sometimes even respecting others, and they have the same difficulties with us. Our social interactions suffer, and we do not enjoy each other as we potentially could.

Logically, the next question is, "What can we do about this situation?" Children deal with other people every day—their peers and significant adults. They need positive interpersonal experiences and information in the social realm in order to offset prior difficulties and build healthy relationships. Yet, as Carl Rogers points out, the educational system has largely failed to in any systematic way meet the need of children to learn how to understand and get along with other people.

If they are fortunate, children are surrounded by people who give them attention. In the case of people older than they, it is highly desirable that healthy, responsible behavior be modeled. If children are listened to, if their feelings are accepted, and if they learn how to do this with others, they are indeed fortunate.

INSIGHTS attempts to actualize the positive qualities that are inherent in all of us. By its format and process, it allows children to practice positive modes of communication and transfer them to other situations.

INSIGHTS gives children the opportunity to discuss what goes into a relationship that makes it friendly, caring, and trusting. Further, children explore problem areas in varied human settings. Society has an ideal view of how people should ultimately behave, but no formal structure that defines or describes the intermediate steps. ***INSIGHTS*** develops and nurtures an understanding of those intermediate steps.

Mastery

Self-confident people believe in themselves; they perceive themselves as being "OK." They are not debilitated by knowledge of their weaknesses, but have a healthy degree of self-esteem and a feeling of mastery or self-confidence. They try new challenges and do not strongly fear failure. It is likely that they have experienced success more than failure, and probably when they were successful, a significant person noted it and commented on it to them.

It has been widely observed that individuals are likely to achieve mastery in their endeavors when they have a feeling of mastery about themselves. Generally, it seems as though people who believe in themselves are the ones who continue to succeed, and the more they succeed, the more they believe in themselves. Thus, a beneficial cycle is created.

The ways in which significant others respond to what we do plays a critical role in whether or not we see ourselves as masterful. If they let us know they recognize our efforts and comment positively when we try or succeed, our awareness that we do have capabilities increases. Conversely, without favorable comment we are less aware of our capabilities, even if we experience success. This explains why so many brilliant people do not regard themselves as such. Rather, they are painfully aware of their limitations and shortcomings and miss many opportunities to actualize their potential. Our culture has numerous ways of causing us to focus on our weaknesses rather than our assets and abilities.

In the ***INSIGHTS*** program, we call belief in oneself a feeling of "I can-ness." Through the circle sessions, supporting activities, and experience sheets, children are routinely encouraged to explore their own successes and hear positive comments about their efforts. All the activities are designed to heighten children' awareness of their own and others' successes. Failure is a reality that is also examined. The objective, however, is not to remind children that they have failed; instead these activities enable them to see that falling short is a common, universal experience.

History speaks to us of many effective and capable individuals who found great success in their endeavors. Some, however, achieved success for themselves at the expense of others. They exercised their abilities and powers irresponsibly. By focusing on their positive behaviors and accomplishments, children recognize the rewards that can be gained when one behaves responsibly. Cooperation vs. competition is another issue addressed by the mastery portion of the program. As equitably as possible, the program's structure attempts to meet the needs of all children in the group. Everyone's feelings are accepted. Comparisons and judgments are not made. The circle is not another competitive arena, but is guided by a spirit of cooperation. When children practice fair, respectful, noncompetitive interaction with each other, they benefit from the experience and are likely to employ these responsible behaviors in other life situations. The lesson then becomes:

There need be no losers in order to have winners in a group.

INSIGHTS has been developed to help children deal with such matters as improving their learning habits, taking pride in their accomplishments, dealing rationally with disappointments and problems, and making workable decisions. It is not the aim of ***INSIGHTS*** to participate in producing a masterful but limited young adult. Rather, we hope to help children become responsibly competent.

SECTION 2

Sharing Circle Guide

Organizing the sharing circle session

Group Size and Composition

Sharing circle sessions are a time for focusing on individuals' contributions in an unhurried fashion. For this reason, each circle session group needs to be kept relatively small—eight to twelve usually works best. At this age, children are becoming capable of extensive verbalization. You will want to encourage this, and not stifle them because of time constraints.

Each group should be as heterogeneous as possible with respect to sex, ability, and racial/ethnic background. Sometimes there will be a group in which all the children are particularly reticent to speak. At these times, bring in an expressive student or two who will get things going. Sometimes it is necessary for practical reasons to change the membership of a group. Once established, however, it is advisable to keep a group as stable as possible.

Length and location of circle sessions

Most circle sessions last approximately 15 to 25 minutes, sometimes a little longer. At first children tend to be reluctant to express themselves fully because they do not yet know that the circle is a safe place. Consequently your first sessions may not last more than 10 to 15 minutes. Generally speaking, children become comfortable and motivated to speak with continued experience.

Circle sessions may be conducted at any time during the day. Starting circle sessions at the beginning of the day allows additional time in case children become deeply involved in the topic. If you start circles late in the day, make sure the children are aware of their responsibility to be concise.

Circle sessions may be carried out wherever there is room for children to sit in a circle and experience few or no distractions. Most leaders prefer to have children sit in chairs rather than on the floor. Children seem to be less apt to invade one another's space while seated in chairs. Some leaders conduct sessions outdoors, with children seated in a secluded, grassy area.

How to get started

Teachers and counselors have used numerous methods to involve children in the circle process. What works well for one leader or class does not always work for another. Here are two basic strategies leaders have successfully used to set up groups. Whichever you use, we recommend that you post a chart listing the circle session rules and procedures to which every participant may refer (see "Leading the sharing circle session").

1. Start one group at a time, and cycle through all groups. If possible, provide an opportunity for every student to experience a circle session in a setting where there are no disturbances. This may mean arranging for another staff member or aide to take charge of the children not participating in the circle. Non-participants may work on course work or experience sheets, or, if you have a cooperative librarian, they may be sent to the library to work independently or in small groups on a class assignment. Repeat this procedure until all of the children have been involved in at least one circle session.

Next, initiate a class discussion about the circle sessions. Explain that from now on you will be meeting with each circle group in the classroom, with the remainder of the class present. Ask the children to help you plan established procedures for the remainder of the class to follow.

Meet with each circle session group on a different day, systematically cycling through the groups. In your second or third cycle, if you are working with fourth and fifth graders, you may wish to begin student leadership training. In each group, allow a child the opportunity to lead the session as you sit beside him/her, acting as leader-trainer. In time, student-led groups may meet independently at staggered times during the day, or they may meet simultaneously in different parts of the room while you circulate. Eventually you should be able to be a participant in the student-led groups. For more information on student leadership, refer to the heading, "Training Student Leaders" later in this section.

2. Combine inner and outer circles. Meet with one circle session group while another group listens and observes as an outer circle. Then have the two groups change places, with the children on the outside becoming the inner circle, and responding verbally to the topic. Later, a third group may be added to this alternating cycle. The end product of this arrangement is two or more groups (comprising everyone in the class) meeting together simultaneously. While one group is involved in discussion, the other groups listen and observe as members of an outer circle. *Invite the members of the outer circle to participate in the review and discussion phases of the circle.*

What to do with the rest of the class

A number of arrangements can be made for children who are not participating in circle sessions. Here are some ideas:

- **Arrange the room to ensure privacy.** This may involve placing a circle of chairs or carpeting in a corner, away from other work areas. You might construct dividers from existing furniture, such as bookshelves or screens, or simply arrange chairs and tables in such a way that the circle area is protected from distractions.
- **Involve aides, counselors, parents, or fellow teachers.** Have an aide conduct a lesson with the rest of the class while you meet with a circle group. If you do not have an aide assigned to you, use auxiliary staff or volunteer parents.
- **Have children work quietly on subject-area assignments in pairs or small, task-oriented groups.**
- **Utilize student aides or leaders.** If the seat-work activity is in a content area, appoint children who show ability in that area as "consultants," and have them assist other children.
- **Give the children plenty to do.** List academic activities on the board. Make materials for quiet individual activities available so that children cannot run out of things to do and be tempted to consult you or disturb others.
- **Make the activity of children outside the circle enjoyable.** When you can involve the rest of the class in something meaningful to them, they will probably be less likely to interrupt the circle.
- **Have the children work on an ongoing project.** When they have a task in progress, children can simply resume where they left off, with little or no introduction from you. In these cases, appointing a "person in charge," "group leader", or "consultant" is wise.

Training student leaders (grade levels 4 and 5)

A basic assumption of the ***INSIGHTS*** program is that every human being (barring those having considerable subnormal intelligence) has leadership potential. Further, one of the best times for energizing this ability is in childhood, and the optimum time for introducing the skills is during middle and late childhood. Children in countless elementary classrooms effectively lead their own circle sessions.

You can begin training student leaders after two or three successful circle sessions. Invite the children to consider volunteering to lead a circle. Suggest that they watch you closely to see what steps the leader follows. At the end of the session, ask the children to describe what you did. They should be able to delineate the following steps:

The leader:

1. announces the topic and clarifies what it is about.
2. may lead a review of the sharing circle rules.
3. gives each person a turn who wants one.
4. may conduct a review of what each person said.
5. conducts a summary discussion by focusing on the meaning of the session and the major observations of the participants.
6. closes the circle.

Ask the children if anyone would like to volunteer to lead the next session. If no one volunteers, accept this outcome and wait for a session or two before trying again. If several volunteer, choose a student who you think is very likely to succeed. Then tell the group the topic you have in mind for the next session.

Before the next session, give the student leader a copy of the activity, and discuss it with him/her. Also provide a copy of the circle session rules and steps (see "Leading the sharing circle session"). As the session begins, tell the group that you will be the trainer and speak about the process when necessary, but that otherwise, the student is the leader and you are a participant. Before turning the session over to the student leader add one more thing—a new circle rule stating that the children are expected to respect fully the leadership position of the student. **If they disagree with the student leader's procedure or are aware of what s/he should do next when the student leader may have forgotten, they are not to say anything at that time unless they are asked to by the student leader.** When people are learning a new skill, it can be very upsetting to have other people constantly reminding them of what they are supposed to do next. For this reason the student leader should not be heckled in any way. (Time can be taken at the end of the session for the group to give feedback to the student leader about his/her performance).

Now, allow the student leader to proceed, interjecting statements yourself about the procedure only when absolutely necessary. Be sure to take your turn and model respectful listening. As necessary, deal with children who interrupt or distract the group.

Before ending the session, thank the student leader, and conduct a brief feedback session by asking the children, "Who would like to tell (the student leader) what you liked about the way s/he conducted the session?" Let the student leader call on each person who has a comment.

Tell the children the topic you have in mind for the next session, and ask for a volunteer to lead it. Remember that children should not lead the group until you are sure they will be successful. Be careful to appoint leaders of both sexes and all racial/ethnic groups. Continue this process until all who wish to conduct circles are competent enough to lead them independently.

Combining Teacher and Student Leadership

This procedure allows several groups to meet simultaneously during the same time period.

Begin by announcing to the class that circles will be held. If necessary, review the sharing circle rules with the whole class. Then announce the topic, describe it and restate it. Finally, take your turn to relate to it personally. Answer any questions the children have, and then ask them to get into their groups.

When the circles are formed, the student leaders take over. They restate the topic and facilitate the sharing phase and, if desired, a review. The children return to their regular seating for the summary discussion, which is led by the teacher.

Leading the sharing circle session

This section is a thorough guide for conducting sharing circle sessions. It covers major points to keep in mind and answers questions which will arise as you begin using the program. Please remember that these guidelines are presented to assist you, not to restrict you. Follow them and trust your own leadership style at the same time.

Steps in leading the sharing circle

1. Setting the tone or setting up the circle (1-2 minutes)
2. Reviewing the sharing circle rules (1-2 minutes)
3. Introducing the topic (1-2 minutes)
4. Sharing by circle members (6-12 minutes)
5. Conducting a review (3-5 minutes) *
6. Leading a summary (2-8 minutes)
7. Closing the circle (less than 1/2 minute)

*optional

Setting the tone or setting up the circle (1-2 minutes)

As you sit down with the children in the circle, remember that you are not teaching a lesson. You are facilitating a group of people. Establish a positive atmosphere. In a relaxed manner, address each student by name, using eye contact and conveying warmth. An attitude of seriousness blended with enthusiasm will let the children know that the circle session is an important learning experience—an activity that can be interesting and meaningful.

Reviewing the sharing circle rules (1-2 minutes)

At the beginning of the first session, and at appropriate intervals thereafter, go over the circle rules for the circle session. They are:

Sharing circle rules

1. Bring yourself to the circle and nothing else.
2. Everyone gets one turn to share, including the leader.

3. You can skip your turn if you wish.
4. Listen to the person who is sharing.
5. There are no interruptions, probing, put-downs, or gossip.
6. The time is shared equally.
7. Stay in your own space.

From this point on, demonstrate to the children that you expect them to remember and abide by the sharing circle rules. Convey that you think well of them and know they are fully capable of responsible behavior. Let them know that by coming to the session they are making a commitment to listen and show acceptance and respect for the other children and you.

Introducing the topic (1-2 minutes)

State the topic in your own words. Elaborate and provide examples as each activity suggests. Add clarifying statements of your own that will help the children understand the topic. Answer questions about the topic, and emphasize that there are no "right" responses. Finally, restate the topic, opening the session to responses (theirs and yours). Sometimes taking your turn first helps the children understand the aim of the topic. At various points throughout the session, state the topic again.

Just prior to leading a circle session, contemplate the topic and think of at least one possible response that *you* can make to it.

Sharing by circle members (6-12 minutes)

The most important point to remember is this: The purpose of the circle session is to give children an opportunity to express themselves and be accepted for the experiences, thoughts, and feelings they share. Avoid taking the action away from the circle members. They are the stars!

Conducting a review (optional 3-5 minutes)

Besides modeling effective listening (the very best way to teach it) and positively reinforcing children for attentive listening, a review can be used to deliberately improve listening skills in circle members.

Reviewing is a time for reflective listening, when circle members feed back what they heard each other say during the sharing phase of the circle. Besides encouraging effective listening, reviewing provides circle members with additional recognition. It validates their experience and conveys the idea, "you are important," a message we can all profit from hearing often.

To review, a circle member simply addresses someone who shared, and briefly paraphrases what the person said ("John, I heard you say....").

The first few times you conduct reviews, stress the importance of checking with the speaker to see if the review accurately summarized the main things that were shared. If the speaker says, "No," allow him/her to make corrections. Stress too, the importance of speaking *directly* to the speaker, using the person's name and the pronoun "you," not "he" or "she." If someone says, "S/he said that...," intervene as promptly and respectfully as possible and say to the reviewer, "Talk to Betty...Say you." This is very important. The person whose turn is being reviewed will have a totally different feeling when talked *to*, instead of *about*. (See the "Other Sharing Circle Strategies" section for more detail.)

Note: Remember that the review is optional and is most effective when used *occasionally*, not as a part of every circle.

Leading a summary (2-8 minutes)

The summary discussion is the cognitive portion of the circle session. During this phase, the leader asks thought-provoking questions to stimulate free discussion and higher-level thinking. Each circle session in the program includes three or more summary questions; however, at times you may want to formulate questions that are more appropriate to the level of understanding in your group—or to what was actually shared in the circle. If you wish to make connections between the circle session topic and your content area, ask questions that will accomplish that objective and allow the summary discussion to extend longer.

It is important that you not confuse the summary with the review. The review is optional; the summary is not. The summary meets the need of people of all ages to find meaning in what they do. Thus, the summary serves as a necessary culmination to each circle session by allowing the children to clarify the key concepts they gained from the session.

Closing the circle (less than 1/2 minute)

The ideal time to end a circle session is when the summary discussion reaches natural closure. Sincerely thank everyone for being part of the circle. Don't thank specific children for speaking, as doing so might convey the impression that speaking is more appreciated than mere listening. Then close the circle by saying, "The circle session is over," or "OK, that ends our session."

Sharing Circle Rules

A. We bring ourselves to the circle and nothing else.

B. Everyone gets one turn to share including the leader.

C. We don't have to take a turn if we don't want to.

D. We listen to the person who is speaking.

E. We don't interrupt, or put each other down.

F. We share the time equally.

G. We stay in our own space, and we don't bother others with our hands or feet.

For additional detail concerning the circle session rules refer to "Sharing Circle Rules" beginning on page 10 in each Module.

Steps in Leading the Sharing Circle

1. **Set the tone.**

2. **Review the sharing circle rules.**

3. **Introduce the topic:**
    a. **State the topic**
    b. **Elaborate**
    c. **Restate the topic**
    d. **Provide time for thought**

4. **Give each child who volunteers a turn.**

5. **Conduct a review (optional).**

6. **Lead a summary.**

7. **Close the circle.**

For additional detail concerning the steps in leading a circle session refer to "Steps in Leading the Sharing Circle Session" beginning on page 9 in each Module.

Summary of Basic Sharing Circle Skills

The basic circle session, designed for immediate success and implementation by teachers and counselors, is summarized by the following outline:

Basic Circle Session

1. **Setting the Tone (1 - 2 minutes)**
    a. The leader arranges a group of children and self in a circle.
    b. The circle is heterogeneously mixed (male-female, race, high and low achievers, etc.).
    c. The circle is "away" physically and/or psychologically from other children.
    d. Other children are busy at quiet work, related or unrelated to the sharing circle session.
    e. The leader effectively sets the mood so that the children feel welcome and are receptive to the discussion topic.

2. **Reviewing the Sharing Circle Rules (1 - 2 minutes)**
    a. We bring only ourselves to the circle.
    b. Everyone gets one turn to share, including the leader.
    c. You can skip your turn if you wish (take your turn non-verbally).
    d. Listen to the person who is sharing.
    e. No put-downs, probing, interruptions or gossip.
    f. Share the time equally.
    g. Stay in your own space.

3. **Introducing the Topic (1 - 2 minutes)**
    a. State the topic as it appears in the Module or as instructed in the activity. Say, "Today our topic is . . . "
    b. Elaborate.
    c. Re-state the topic saying "The topic is . . ."
    d. Provide 30 seconds silence.

4. Leading the Participation Phase (6 - 12 minutes)

a. Say, "Okay, would anyone like to tell us about . . . ?, or words to that effect.
b. If no one is ready, the leader may take his/her turn first.
c. Then ask if anyone has something he/she would like to share.
d. The circle is conducted in accordance with the sharing circle rules (see #2 above).
e. The largest amount of time and energy are to be spent in this phase, where children have the most time to discover, learn, and grow.

5) Leading the Cognitive Summary (1 - 3 minutes)

a. When everyone who wishes to has shared, the leader asks a question(s) to spark critical thinking about the inherent meanings and points of interest. Examples of these questions appear in each sharing circle activity.
b. The leader allows as many children the chance to respond as wish to.
c. Do not be judgmental; simply accept what is shared and thank them.
d. No more than 10% of the entire circle session time should be allowed for this step.

6. Closing the Circle (less than 1/2 minute)

a. Thank the children for participating. You may say, "Thanks for being in this circle and listening so well. Let's go back to our regular seats now."
b. If there are a few extra minutes after the circle is closed, the children can be allowed to rap or discuss freely as long as it is made clear that the formal circle session is over.

More about Sharing Circle Steps and Rules

The next few paragraphs offer further clarification concerning circle session leadership.

Why should children bring themselves to the circle and nothing else? **Individual** teachers differ on this point, but most prefer that children not bring objects (such as pencils, books, etc.) to the circle that may be distracting.

Who gets to talk? Everyone. The importance of acceptance in ***INSIGHTS*** cannot be overly stressed. In one way or another practically every circle rule says one thing: *accept one another*. When you model acceptance of children, they will learn how to be accepting. Each individual in the circle is important and deserves a turn to speak if s/he wishes to take it. Equal opportunity to become involved should be given to everyone in the circle.

Circle members should be reinforced equally for their contributions. There are many reasons why a leader may become more enthused over what one student shares than another. The response may be more on target, reflect more depth, be more entertaining, be philosophically more in keeping with one's own point of view, and so on. However, children need to be given equal recognition for their contributions, even if the contribution is to listen silently throughout the session.

In most of the circle sessions, plan to take a turn and address the topic, too. Children usually appreciate it very much and learn a great deal when their teachers and counselors are willing to tell about their own experiences, thoughts, and feelings. In this way you let your children know that you acknowledge your own humanness.

Does everyone have to take a turn? No. Children may choose to skip their turns. If the circle becomes a pressure situation in which the members are coerced in any way to speak, it will become an unsafe place where participants are not comfortable. Meaningful discussion is unlikely in such an atmosphere. By allowing children to make this choice, you are showing them that you accept their right to remain silent if that is what they choose to do.

As you begin circles, it will be to your advantage if one or more children decline to speak. If you are unperturbed and accepting when this happens, you let them know you are offering them an opportunity to experience something you think is valuable, or at least worth a try, and not attempting to force-feed them. You as a leader should not feel compelled to share a personal experience in every session, either. However, if you decline to speak in most of the sessions, this may have an inhibiting effect on the children' willingness to share.

A word should also be said about how this rule has sometimes been carried to extremes. Sometimes leaders have bent over backwards to let children know they don't have to take a turn. This seeming lack of enthusiasm on the part of the leader has caused reticence in the children. In order to avoid this outcome, don't project any personal insecurity as you lead the session. Be confident in your proven ability to work with children. Expect something to happen and it will.

Some circle leaders ask the participants to raise their hands when they wish to speak, while others simply allow free verbal sharing without soliciting the leader's permission first. Choose the procedure that works best for you, but do not call on anyone unless you can see signs of readiness.

Some leaders have reported that their first circles fell flat—that no one, or just one or two children, had anything to say. But they continued to have circles, and at a certain point everything changed. Thereafter, the children had a great deal to say that these leaders considered worth waiting for. It appears that in these cases the leaders' acceptance of the right to skip turns was a key factor. In time most children will contribute verbally when they have something they want to say, and when they are assured there is no pressure to do so.

Sometimes a silence occurs during a circle session. Don't feel you have to jump in every time someone stops talking. During silences children have an opportunity to think about what they would like to share or to contemplate an important idea they've heard. A general rule of thumb is to allow silence to the point that you observe group discomfort. At that point move on. *Do not switch to another topic*. To do so implies you will not be satisfied until the children speak. If you change to another topic, you are telling them you didn't really mean it when you said they didn't have to take a turn if they didn't want to.

If you are bothered about children who attend a number of circles and still do not share verbally, reevaluate what you consider to be involvement. Participation does not necessarily mean talking. Children who do not speak *are* listening and learning.

How can I encourage effective listening? The circle session is a time (and place) for children and leaders to strengthen the habit of listening by doing it over and over again. No one was born knowing how to listen effectively to others. It is a skill like any other that gets better as it is practiced. In the immediacy of the circle session, the members become keenly aware of the necessity to listen, and most children respond by expecting it of one another.

In the ***INSIGHTS*** program, listening is defined as the respectful focusing of attention on individual speakers. It includes eye contact with the speaker and open body posture. It eschews interruptions of any kind. When you conduct a circle session, listen and encourage listening in the children by (l) focusing your attention on the person who is speaking, (2) being receptive to what the speaker is saying (not mentally planning your next remark), and (3) recognizing the speaker when s/he finishes speaking, either verbally ("Thanks, Shirley") or nonverbally (a nod and a smile).

To encourage effective listening in the children, reinforce them by letting them know you have noticed they were listening to each other and you appreciate it. Occasionally conducting a review after the sharing phase also has the effect of sharpening listening skills.

How can I ensure the children get equal time? When circle members share the time equally, they demonstrate their acceptance of the notion that everyone's contribution is of equal importance. It is not uncommon to have at least one dominator in a group. This person is usually totally unaware that by continuing to talk s/he is taking time from others who are less assertive.

Be very clear with the children about the purpose of this rule. Tell them at the outset how much time there is and whether or not you plan to conduct a review. When it is your turn, always limit your own contribution. If someone goes on and on, do intervene (dominators need to know what they are doing), but do so as gently and respectfully as you can.

What are some examples of put-downs? Put-downs convey the message, "You are not OK as you are." Some put-downs are deliberate, but many are made unknowingly. Both kinds are undesirable in a circle session because they destroy the atmosphere of acceptance and disrupt the flow of discussion. Typical put-downs include:

- over-questioning.
- statements that have the effect of teaching or preaching
- advice giving
- one-upsmanship
- criticism, disapproval, or objections
- sarcasm
- statements or questions of disbelief

How can I deal with put-downs? There are two major ways for dealing with put-downs in circle sessions: preventing them from occurring and intervening when they do.

Going over the sharing circle rules with the children at the beginning of each session, particularly in the earliest sessions, is a helpful preventive technique. Another is to reinforce the children when they adhere to the rule. Be sure to use non-patronizing, non-evaluative language.

Unacceptable behavior should be stopped the moment it is recognized by the leader. When you become aware that a put-down is occurring, do whatever you ordinarily do to stop destructive behavior in the classroom. If one student gives another an unasked-for bit of advice, say for example, "Jane, please give Alicia a chance to tell her story." To a student who interrupts say, "Ed, it's Sally's turn." In most cases the fewer words, the better—children automatically tune out messages delivered as lectures.

Sometimes children disrupt the group by starting a private conversation with the person next to them. Touch the offender on the arm or shoulder while continuing to give eye contact to the student who is speaking. If you can't reach the offender, simply remind him/her of the rule about listening. If children persist in putting others down during circle sessions, ask to see them at another time and hold a brief one-to-one conference, urging them to follow the rules. Suggest that they reconsider their membership in the circle. Make it clear that if they don't intend to honor the sharing circle rules, they are not to come to the circle.

How can I keep children from gossiping? Periodically remind children that using names and sharing embarrassing information is not acceptable. Urge the children to relate personally to one another, but not to tell intimate details of their lives.

What should the leader do during the summary discussion? Conduct the summary as an open forum, giving children the opportunity to discuss a variety of ideas and accept those that make sense to them. Don't impose your opinions on the children, or allow the children to impose theirs on one another. Ask open-ended questions, encourage higher-level thinking, contribute your own ideas when appropriate, and act as a facilitator.

SECTION 3

Additonal Sharing Circle Strategies

Additional Sharing Circle Strategies

What are these strategies?

1. Using the leader's turn to upgrade involvement of children
2. Asking open-ended questions
3. Reviewing

Using the leader's turn to upgrade involvement of children

Earlier it was mentioned that you can use your turn to help children understand the topic. It should also be mentioned that although this may be very helpful to children, it can produce negative effects at times. One handicap is that it lengthens the introductory phase. Children easily become passive recipients if the leader doesn't give them a chance to talk soon enough. They will sometimes tend to sit back throughout the session and let the leader do all the talking. Another problem is related to children's need to be on target. Children are trained by our schools to look for the correct answers. They will watch closely for leads, Very often the responses of leaders will produce similar responses from the children. When the leader goes first, variety in responses can be drastically reduced. Sometimes this happens when children follow the lead set by other children. If you haven't taken your turn yet, an effective use of it is to introduce variety or bring the thrust of the session back to the topic if digression has occurred.

It was also mentioned that you may use your turn to demonstrate to children ways they may be briefer. It should be noted that sometimes, especially as circles begin, the opposite problem exists when children are inexpressive and reticent. In these cases, demonstrate full expression as much as you can when you take your turn, letting them know it is all right to elaborate and receive sustained attention.

The most important point to remember when you take your turn in the circle is to be yourself. If you always have some motive in mind as you take your turn, this will come through to the children, and they will be less likely to be themselves.

Asking open-ended questions

If you were in a circle session responding to the topic "Something I Like to Imagine" and you said, "Sometimes I imagine what it would be like if I could fly," how would you respond if a circle member asked you, "What do you think it would be like?" (Take a moment and think about it.)

Now consider how you would respond if you were asked, "Would you fly fast?" The first question is open-ended; the second, closed ended. Generally, open ended questions have the effect of helping speakers be more expressive because the question is open to them to respond any way they want. Closed-ended questions, on the other hand, confine responses to a few limited choices that are usually only a few words in length. Open-ended questions bring about more expression than the closed-ended ones.

Open-ended questions can begin with the word "What...?" Questions beginning with the word "How...? can also be open-ended and are particularly valuable in sharing circle sessions. For example: "How did it make you feel?" (awareness); "How did you include the person who seemed to be feeling left out?" (social interaction); and, "How did you do the report?" (mastery). "How...?" questions can have the effect of increasing self-awareness in circle members of their own behavior. Other open-ended questions are: "Can you remember the way it was and describe it to us?" and "Would you tell us more about it?"

Closed-ended questions are usually asked when someone wants information for personal needs. In ordinary conversation closed-ended questions are appropriate and necessary. But in circle sessions they are not as desirable as open-ended questions (unless you are purposely using closed ended questions to help children who have talked more than their fair share of the time to bring closure to their remarks). Closed-ended questions usually start with the words "When...?" "Where...?" and "Who...?"

Sometimes "What...?" questions can actually be closed-ended ones in disguise "What time did it happen?" is actually a "When...?" question; "What was the location?" is actually a "Where...?" question; and "What was the person's name?" is actually a "Who...?" question.

A word of caution with respect to "Why...?" (or "What for...?") questions: Sometimes they are open-ended and helpful in circle sessions while at other times they are very inappropriate. At times, "Why...?" is no more than a simple, sincere request for more expression ("Why would you go on a world cruise, if you could do whatever you wanted to?"), and sometimes it can be interrogative and put the speaker on the defensive

("Why did you get into the car?"). Of course, tone of voice when delivering a "Why...?" question is of importance. The main thing to watch out for is the possibility of entering private territory and causing negative feelings.

To summarize:

Open-ended questions usually start with:

"What...?"
"How...?"
"Would you describe it...?"
"Would you tell us more...?"
"Can you remember...?"

Closed-ended questions usually start with:

"Did you...?"
"Would you...?"
"When...?"
"Where...?"
"Who...?"
"Why...?"

Reviewing what was shared

The importance of listening is stressed throughout ***INSIGHTS***. Besides modeling effective listening behaviors (the very best way to teach them) and positively reinforcing individuals and the entire group for attentive listening to one another, a procedure can also be used to upgrade listening skills in circle members. This procedure is called reviewing.

Reviewing is a phase of the circle session, fitting in just after the participation phase and just before the cognitive summary. Essentially, it is a time for reflective listening, when circle members feed back to one another what they heard each other say during the participation phase. Besides encouraging effective listening, reviewing provides additional direct recognition to circle members who shared during the session. It validates their experience and conveys the idea. "you are important," a message we can all profit from hearing often. It also provides an unthreatening way for children who did not speak to the topic to participate in the circle session. Reviewing is done by allowing children to address a past speaker directly, using his/her name and telling him/her an abbreviated reflection of his/her remarks (John, I heard you say. . .).

To be specific, imagine that Mario is taking his turn during a circle session. The topic is "Something I did(or Made) That I'm Proud of."

> Mario: "I drew a cartoon and my dad told me it was as good as the ones in the comics. It made me feel really good."

Later, during the review phase, Arlene volunteers to review what Mario said. There are a number of ways she can do it. Let's take a look at what will probably be the most meaningful to Mario.

> Arlene (#1): "Mario, I really would like to see your cartoon. You're really talented. You love to draw."

> Arlene(#2): "Mario draws good cartoons and his dad thinks they're good."

> Arlene (#3): "Mario, you like to draw cartoons and so do I. I drew one that looked like an . . . , etc."

> Arlene (#4): "Mario, you drew a really good cartoon and your dad liked it a lot and said it was like the comics. Is that about right?"

In the first example Arlene evaluated Mario. She was also somewhat inaccurate. In the second statement Arlene did not talk to Mario, but about him. In the third statement, Arlene used the statements to Mario as a platform to talk about herself. In the fourth, Arlene briefly tells Mario what she heard him say, then checks with him to see if she heard him correctly. The fourth example will probably have the best effect on Mario. It is actually the simplest in form, yet for many people the hardest to do. It takes awareness and repeated practice to develop the art of reflective listening.

When you begin to conduct a review, model it first. Describe it to the children as "a time to say to someone just the main things that you heard him/her say - nothing more." Give them examples of what reflective listening isn't, perhaps by reading them the Mario-Arlene vignette. Stress the importance of checking with speakers to see if you repeated correctly the main things they said. (If the speaker says, "no," allow him/her to make the necessary corrections briefly.) Stress also the importance of speaking directly to one another, saying the person's name, and using the word"you" not "he" or "she." If someone says, "She/he said that...," intervene as promptly and respectfully as possible and say to the reviewer, "Talk to Betty...Say you." This is important because the person whose turn is being reviewed will have a totally different feeling when talked to, instead of being talked about. Furthermore, direct, personal contact helps to counteract the impersonalism that pervades the lives of so many people.

Steps for Conducting a Review

1. Talk directly to the person, using his/her name.

2. Briefly tell him/her what she/he shared. ("John, I heard you say..")

3. Reviewer or leader checks with the person to see if summary was correct. ("Is that correct?" or "Did I leave anything out?")

4. Reviewer is thanked for listening well.

Since reviewing is not one of the basic sharing circle steps, you need never conduct one to accomplish the objectives of major importance for a circle session. But if you decide to use this tool, you can do it as frequently or infrequently as you deem appropriate. Many leaders value this procedure very highly and try to conduct a review just as often as possible.

SECTION 4

Strategies for using *INSIGHTS* activities

Strategies for using INSIGHTS activities

The *INSIGHTS* program utilizes a wide variety of techniques. The circle session is the central strategy, but there are others. This section describes several major strategies and presents basic points to keep in mind as you implement them.

Dyads

When first initiated, dyads are probably most effective if the children are allowed to select their own partners. After the class is well into the semester and the children know each other better, ask the children to pair up with someone they've never worked with before. If the children tend to shun the opposite sex, announce that you would like to see boys and girls pair up.

Ask the children to sit close to and facing their partner, and position themselves as far away from other children as possible so they will be able to hear each other. If the number of children is uneven, be the partner of the remaining student. In fact, it is helpful for the leader to be in as many dyads as possible.

In most dyad activities, partners take turns speaking and listening in response to one or more topics. Two advantages of dyads are that they allow maximum self-expression in a relatively short time period. And they are the most effective way for children to discuss some topics.

Triads

Some triad activities are simply very small discussion groups. Others are like dyads in that the children take turns speaking and listening in response to specific topics. The difference is that the third person in the triad acts as an observer while the other two interact. The observer role is played by each member in the triad on a rotating basis. The function of the observer is to note, as objectively as possible, the behavior of the interacting pair and give them feedback.

Small Group Discussions

When children meet in small groups to discuss a topic or engage in some phase of an *INSIGHTS* activity, they are usually directed to select a leader or recorder. They are also urged to observe sharing circle rules.

The intent is not to transform every small-group task into a circle session, merely to provide structure and safety. One of the main advantages of small groups is that they give the children an opportunity to collaborate—which facilitates problem-solving, stimulates creativity, and takes some of the load off you.

Class Discussions

Almost all *INSIGHTS* activities include a culminating discussion, and some activities are almost entirely discussion. When leading a discussion, act as a facilitator, keeping these guidelines in mind:

- Questions should be relevant, timely, and open-ended.
- It should be understood that there are no right or wrong answers.
- Keep the discussion focused.

Without being rigid, ask children who introduce peripheral issues to bring them up again when the main discussion is over or at some other time. Digressions can ruin the effectiveness of a discussion, but very often the other thoughts that children introduce are worth discussing, too.

Brainstorming

Brainstorming is a very valuable way to promote individual creativity and group cohesiveness simultaneously. Perhaps the most important thing to remember about brainstorming is that the generation of ideas and the evaluation of ideas are two separate processes. Thanks to this distinction, individuals may contribute their ideas spontaneously without fear of criticism. Brainstorming includes the following basic steps:

- The task or problem is defined.
- The children describe all the ideas they can think of, without evaluating any of them.
- The ideas are recorded.
- The brainstorming is ended.
- Then and only then, the ideas are evaluated.
- A choice or decision is made.

Dramatizations and Role-Playing

Besides being very dynamic, acting experiences in the classroom promote direct, experiential learning. Dramatizations usually involve planning, rehearsing, and performing, and typically call for a student director. Role-playing is more spontaneous, and unfolds in a situation that simulates reality. Although the participants are playing the parts of other people, they usually end up playing themselves, as their own values surface.

Role-playing is frequently used as a problem-solving technique in which alternative actions are tested and evaluated. Opportunities for role-playing (other then those described in the activities) may evolve from unfinished stories, films, pictures, and real or imaginary situations suggested by you and the children.

Creative Writing

Sometimes children, depending on the *INSIGHTS* module are asked to write a story, poem, play, lyrics for a song, or even create a cartoon. Frequently the class brainstorms ideas before the writing period begins in order to motivate children and give them ideas. One way teachers have successfully encouraged children to write is by following this (or a variation of this) procedure:

The children imagine how they would *say* what they want to write, and then write down those words without regard for neatness, grammar, punctuation, spelling, etc. After they record some thoughts, they go back and read what they have written. Then they proceed with the next collection of thoughts in the same way. They continue doing this (often each collection of thoughts becomes a separate paragraph) until they have finished. At this point they go back over what they have written, reading it carefully and editing their work for grammar, syntax, spelling, and punctuation. (You may prefer to have children meet in dyads or small groups and edit each other's writing, as well as make suggestions pertaining to content and style.) As a final step, the entire product is rewritten to include all editorial changes.

If you have computers, encourage the children to use word processing, spell checkers, and any other available technology.

Research

Some *INSIGHTS* activities entail various kinds of research. Children may use the school or public library or other resources. Here are some suggestions to consider when research is called for:

- Select a topic area of general interest to your children.
- Allow them to select specific topics.
- Describe where the needed information may be found.
- Be specific about your expectations with respect to their written report.

Voluminous written work should not be the object of research activities. Children are far more likely to find this kind of activity meaningful when writing is included as a means to an end, rather than an end in itself.

Art and Music

The major objective of art activities is to allow children to express their feelings and ideas creatively. You don't have to be an art teacher to involve children in activities that involve artistic expression. For example, cartooning may be an acceptable substitute for story-writing if you are teaching English language arts. Other examples include encouraging children to make posters, displays, timelines, charts, and other illustrations to aid them in presenting individual and group reports to the class.

Make music appreciation activities meaningful by giving the children background information on each musical selection before playing it. If the recording has been contributed by a student, ask him/her to introduce it. Before selections are played, urge the children to get into a relaxed position in their chairs. Suggest that they close their eyes. Be sure to use the best sound equipment available.

SECTION 5

Training Content

INTRODUCTION

Each of the three training modules contained in this section is a complete, sequential, stand-alone package designed for use in a 3, 6, or 9 contact-hour training as follows:

Module I	Three Hours	**Page 5 - 5**
Module II	Six Hours	**Page 5 - 33**
Module III	Nine Hours	**Page 5 - 77**

Each module and its contents, though sequential, is flexible. This will allow you to modify training content somewhat to adjust for trainings of lengths other than those indicated above.

Key activities (those that must remain intact) are indicated in each module. These form the core of the training and should be left in the order they appear.

In some cases you are given alternative activities from which to choose. These are identified in a caption beneath the activity title. In other cases, activities are considered optional. That is, you may use those included or substitute your own if you'd prefer. These optional activites are marked with an asterisk (*) following the title. Finally, some discussion or content areas are left to your discretion.

This content structure maintains the primary training integrity while affording you flexibility in tailoring each module to varied training circimstances as well as your individual training style and preference.

It should be remembered that these modules are specifically designed to allow for effective delivery and implementation of the *INSIGHTS* program and changes beyond those mentioned above should be minimized.

Training Resources Check List

As a reminder in preparing for each training, review this page to see that details have been taken care of, and as an important reminder.

1. **Have participants wear comfortable clothing. This is an active workshop.**
2. **Prepare adequate copies of handout materials.**
3. **Don't forget chart paper, easel, marking pens, etc.**
4. **Arrange for name tags.**
5. **Overhead projector—this is optional if you want to make transparencies of any of the material.**
6. **Be sure to confirm that the training room is set up with moveable chairs. Avoid tables and have plenty of room and a carpeted floor if possible.**
7. **A single trainer looses effectiveness when dealing with over 40 participants. Consider an associate trainer or divided trainings.**
8. **Incorporate *INSIGHTS* materials in the workshop as much as possible without sacrificing training content.**

HAVE A GREAT

WORKSHOP!

TRAINING MODULE I

Training Module I Format -
(Three Contact Hours)

Note: Each participant should be given an appropriate *INSIGHTS* module and a set of workshop handouts containing materials indicated in the first column of the following Training Module Format.

Handout	Time (minutes)	ACTIVITY
	5	**Welcome—**
	15	**Introduction Activity** **Defrosting #1** **Defrosting #2**
	10	***INSIGHTS* program comments:** • **Genesis of the program—its origins** • **Program objectives** • **How the program fits into local objectives and strategies** • **The future of the program**
	5	**Training Outcomes**
*	3	**Review of the Agenda**
	7	***INSIGHTS* material review and exploration** • **Curriulum based** • **Competency areas** • **Module layout** • **Activity types and variety**
	20	**Sharing Circle Demonstration**
*		**Skills And Attributes Reference**
	25	**How to Lead a Sharing Circle**
*		**Sharing Circle Rules**
*		**Steps in Leading the Sharing Circle**
	10	**BREAK**
	25	**Sharing Circle Walk Through**
*		**"Something That Makes Me Especially Happy" activity guide**

Handout	Time (minutes)	ACTIVITY
	10	**Self Esteem Discussion**
*		**Developing Self Esteem**
	30	**Add A Review to Your Circle Session Now and Then**
*		**"Something I Do Really Well" activity guide**
	10	***INSIGHTS* material summary:** • **Restate program objectives** • **Emphasize that program is curriulum based** • **Underscore program flexibility** • **Draw the self-esteem connection**
	5	**Evaluation and Adjourn**

Defrosting*

Introduction Activity (Alternative #1)

Description: A strategy in which the Facilitator and participants hear each others' names and learn something about one another.

Purpose: To give participants an opportunity to warm-up to each other, to the leader, and to the workshop setting in an enjoyable, informative way.

Time: approximately 15 minutes

Materials needed: a watch or timer

Directions:

1. Tell the group that you would like to get to know them and you'd like for them to get to know you and each other. Explain that since this is the first time everyone is together and the first of many hours together, it will be fun and beneficial to begin the process by allowing everyone to hear everyone else's name and a little information about each person.

2. Ask participants to form dyads (taking optional pencil and paper with them). Tell them to choose a person they do not know, and sit facing their partner with enough distance between them and the other dyads to avoid noise level problems.

3. Ask each dyad to decide who will be interviewed first and who second.

4. Explain to participants that their task is to interview each other, and collect the following information: name, occupation, place of occupation, favorite

(Continued Next Page)

hobby or interest, reason for attending the workshop, and any other items the interviewee particularly wishes to share. Tell them they have a total of four minutes for both interviews.

[**Variation:** you may ask that each person tell the other "something that you wouldn't know about me unless I told you."]

5. Depending on the size of the group you can choose from these two options to finish the second part of this activity:

   Option A: (for groups of 25 or less)

   At the end of four minutes, ask the dyads to return to the circle. Standing, each dyad member then has one minute to introduce his/her partner to the rest of the circle and share the information gained through the interview.

   Option B: (for large groups)

   At the end of four minutes, ask each dyad to join two other dyads and make its introductions in groups of six. Each dyad member has one minute to introduce his/her partner to the rest of the group.

6. When everyone has been introduced, comment on the diversity of the group, the variety of interests, and reasons for attending the workshop. You might want to mention that you look forward to working with them, and be sure to thank them for participating.

7. Participate in the activity yourself.

Defrosting*

Introduction Activity (Alternative #2)

Description: A strategy in which the Facilitator and participants hear each others' names and learn something about one another. (Suggested for groups of 30 to 40.)

Purpose: To give participants an opportunity to warm-up to each other, to the leader, and to the workshop setting in an enjoyable, informative way.

Time: approximately 15 minutes

Directions:

1. Ask participants to arrange their chairs in a large circle.

2. Tell the group that you would like to get to know them and you'd like for them to get to know you and each other. Explain that since this is the first time everyone is together and the first of many hours together, it will be fun and beneficial to begin the process by allowing everyone to hear everyone else's name and a little information about each person.

3. You might want to present a model for them by introducing yourself first, stating your name, occupation, location of employment, and special interests and/or hobbies, and reasons for attending/holding the workshop. Finally, name a word that best describes the way you are feeling at that very moment.

4. Ask participants to introduce themselves in the same manner. (You might wish to ask them to stand by their seats and face the rest of the circle.)

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5. When everyone has been introduced, comment on the diversity of the group, the variety of interests, and reasons for attending the workshop. You might want to mention that you look forward to working with them, and be sure to thank them for participating.

6. Participate in the activity yourself.

Agenda

Welcome and Introduction

About the *INSIGHTS* Program

Training Outcomes

***INSIGHTS* Material Review and Exploration**

Sharing Circle Demonstration

How to Lead a Sharing Circle

BREAK

Sharing Circle Walk Through

Developing Self Esteem

The Review Phase of a Circle Session

***INSIGHTS* Summary**

Evaluation and Adjourn

Sharing Circle Demonstration

Key Activity

Purpose: To show the participants a sharing circle and to emphasize its value as a “quality time.”

Time: 20-25 minutes (devote about two thirds of this time to the demonstration and the other third to participants’ general comments and observations)

Materials needed: a copy of the "Skills and Attributes Reference" (a master copy follows this activity)

Directions: **Introduce the sharing circle:** Explain that since the sharing circle is one of the primary components of the program you are now going to give a demonstration.

Ask for four volunteers: Have them sit with you in the middle of the room to participate in a sharing circle demonstration. When the circle is set up, ask the remaining participants to move their chairs up close so they will be able to hear what’s said in the demonstration. (Circle members often drop their voices and become difficult to hear so remind them to speak up.)

Conduct a sharing circle: Follow the rules and steps contained in the section entitled “Sharing Circle Guide.” The topic is “One of My Favorite Places.” Use the activity guide on the next page.

[Note: tell them not to worry about getting the circle procedure at this point. That will come later.]

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Summary:

After the sharing circle has been completed, Ask the group as a whole to share any feelings they may have had during the circle , or any thing else that they may have experienced.

Finally, refer the participants to the skills and attributes list. Ask them to indicate any of the skills or attributes appearing on the list that they noticed were addressed either by the process or content of the sharing circle they have just observed.

Explain that every sharing circle exposes members to these skills and attributes (qualities).

One of My Favorite Places

A Sharing Circle

Objectives:

The students will:
- —describe a place they enjoy being.
- —discuss how preferences make each person unique.

Introduce the topic:

Say to the students: *Our topic for this circle session is a very enjoyable one because it encourages us to talk about ourselves and the things we like. The topic is, "One of My Favorite Places." So give that some thought.*

Where do you really enjoy being? Perhaps an exciting place comes to mind, or one that's peaceful and beautiful. Maybe the most important thing about a place is who is there with you. Or perhaps when you think of a favorite place you usually focus on feeling relaxed or inspired. The place that comes to mind might be one you've seen in a picture or movie, but haven't yet visited. It might even be an imaginary place. Think about it for a few moments. The topic is, "One of My Favorite Places ."

Discussion questions:

- —*Did you notice any similarities in the places we mentioned and why we like those places?*
- —*How do your surroundings affect your mood? ...your thoughts?*
- —*Why do we depend on familiar surroundings?*
- —*What kind of person regularly seeks new and different surroundings?*

SKILLS AND ATTRIBUTES REFERENCE

- LISTENING
- ORAL COMMUNICATION
- TRUSTING
- RELIABILITY/DEPENDABILITY/RESPONSIBILITY
- UNDERSTANDING OF OTHERS (EMPATHY)
- ADAPTABILITY
- ASSERTIVENESS
- INITIATIVE / WORK ETHIC
- DECISION MAKING
- TIME MANAGEMENT
- GOAL SETTING
- STRESS MANAGEMENT
- LEADERSHIP
- PROBLEM SOLVING

All people, young and old, possess these skills and attributes (qualities) to some degree. Research demonstrates that when deficiencies in their development exist, individuals are "At-Risk." On the other hand, as these skills and attributes are developed in the individual performance goes up and self-esteem is enhanced. This holds true for all socio-economic levels, all cultures, and for every other environmental condition or circumstance.

How to Lead A Sharing Circle

Key Activity

Purpose: To focus directly on the mechanics of sharing circle leadership so that participants will by fully able to lead circles themselves.

Time: 15 to 25 minutes (almost all of this time should be devoted to your presentation)

Materials needed: one set of "Sharing Circle Rules" and "Steps in Leading the Sharing Circle" for each participant (master copies follow this activity). (You may prepare these on chart paper in lieu of, or in addition to, handing them out if you wish.)

Directions:

1. In a step-by-step manner present the sharing circle process and rules referencing participants to pages 9 through 14 in their ***INSIGHTS*** Modules. Ask them to hold their questions or comments until you have moved completely through the sequence.

   [**Note:** you may wish to use the "Summary of Basic Sharing Circle Skills" found in the "Sharing Circle Guide" section of your manual.]

2. Conduct a discussion by asking for questions or comments. It is quite possible that when you finish this presentation there will be "what if" questions asked. Be prepared to respond to these questions by having carefully read the "Questions and Answers" section in your manual paying particular attention to those questions dealing with sharing circle leadership.

   [**Note:** this presentation prepares the way for you to lead participants in a sharing circle "walk through."]

Sharing Circle Rules

A. We bring ourselves to the circle and nothing else.

B. Everyone gets one turn to share including the leader.

C. We don't have to take a turn if we don't want to.

D. We listen to the person who is speaking.

E. We don't interrupt, or put each other down.

F. We share the time equally.

G. We stay in our own space, and we don't bother others with our hands or feet.

For additional detail concerning the circle session rules refer to "Sharing Circle Rules" beginning on page 10 in each Module.

Steps in Leading the Sharing Circle

1. **Set the tone.**
2. **Review the sharing circle rules.**
3. **Introduce the topic:**
    a. State the topic
    b. Elaborate
    c. Restate the topic
    d. Provide time for thought
4. **Give each child who volunteers a turn.**
5. **Conduct a review (optional).**
6. **Lead a summary.**
7. **Close the circle.**

For additional detail concerning the steps in leading a circle session refer to "Steps in Leading the Sharing Circle Session" beginning on page 9 in each Module.

Sharing Circle Walk Through

Key Activity

Purpose: To acquaint all participants with the sharing circle process on a first-hand basis, allowing them to experience for themselves the importance of verbal sharing, equality, listening and acceptance.

Time: 10 to 20 minutes (almost all of this time should be devoted to the walk-thru)

Materials needed: one copy of the "Something That Makes Me Especially Happy" activity guide for each circle leader (a master copy follows this activity) and a stop watch or a watch with a sweep second hand

Directions:

1. **Introduce the activity:** Thank the participants for their comments about the sharing circle demonstration and explain that next they will all divide into groups and have a first-hand experience in a sharing circle with another topic.

2. Ask the participants to stand and find 4 or 5 other people with whom to form a circle. It doesn't matter how well they may or may not know one another. The choice is theirs. (If it doesn't matter to them, recommend they get together with new people.)

   [**Variation:** you may want to simply have participants count off in a number appropriate to forming circles of either 5 or 6 participants.]

   [**Note:** be sure that all the circles have no more than 6 nor fewer than 5 participants.]

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3. As soon as the participants have clustered themselves into groups of 5 or 6, ask them to pull together and make sure their circles are round.

4. Then ask them to take 20 seconds to decide among themselves who should be the leader. Explain that the leader is going to get a lot of help from you so it won't be difficult at all. Give them time to select their leaders and then ask the leaders of each group to raise their hands. Show appreciation to the groups who have a leader. In a joking way, urge the other groups to decide who will be their leaders post-haste.

5. **Give instructions:** As soon as each group has a leader, give a copy of the activity guide entitled "Something That Makes Me Especially Happy" to each one. Ask the leaders to look it over. As the leaders do this, talk to the other participants. This is a good time to say:

   Please don't—

   a. *'help' the leader during the session unless the leader asks for help.*

   b. *ask each other questions during the sharing phase of the session.*

   c. *make statements about any insight or observation ('pearls of wisdom') until they are in the summary phase of the session.*

6. **Conduct the "Walk Through:"** Following the sharing circle steps used in "How to Lead A Sharing Circle," walk the groups through the sharing circle process, as follows:

   a. *Leaders, take 30 seconds to set up the circle and set the tone. Greet each person individually.* (Provide 30 seconds.)

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b. *Now, leaders, ask the participants to see how many of the sharing circle rules they remember.* (Provide 1 1/2 minutes.)

c. *Leaders, notice that the topic is 'Something That Makes Me Especially Happy'. Announce the topic. Elaborate on it in your own words. Repeat the topic. Then give everyone a chance to think it over silently. You have 1/1/2 minutes.* (Provide 1/ 1/2 minutes.)

d. *Leaders, now invite the group to speak. Don't call on people. Just let them take turns as they wish to. You job is twofold. First, it's to make sure that everyone who wants to speak gets a turn. Second you will enforce the rules as necessary. We will take 6 minutes for this sharing time.* (Provide 6 minutes.)

e. *Now that we have concluded the sharing, I'd like the leaders to begin a review. Though optional, the review is a valuable listening skill development tool and should be used from time to time. Ask your group to briefly tell one another what they heard each other say. Have one person tell another what they heard and then have a different person do the samer for someone else. Reviewers should volunteer and and choose the person they will review. Continue this until everyone has been reviewed.*

[**Note:** this is a complex instruction and there may be questions. Address these and continue.]

f. *At this point, leaders, ask the first summary question on your guide. It's, 'What did you feel or experience as you shared or listened to others share?' Then listen to the responses and feel free*

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to make your own comments. I'll stop the summary in 2 1/2 minutes. If you have time ask the second question and maybe even the third one. (Provide 2 1/2 minutes.)

g. *Finally, leaders, thank the members of the group and announce that the circle is over. Take 15 seconds for this.* (Provide 15 seconds.)

h. *And now, groups, take one minute to tell the leader what he or she did, as leader, that you appreciated. Give your leader some specific positive feedback.* (Provide 1 minute.)

At this point conduct a discussion. Ask the whole group:
—*What was this sharing circle like for you?*
—*What other comments or questions do you have?*

Field remarks and questions by pointing out that the sharing circle has been found to give individuals the opportunity to get to know each other in interesting and safe ways. In the process, they get to know themselves better, too.

Thank the entire group for their cooperation.

Something That Makes Me Especially Happy —— A Sharing Circle

Objectives:

Participants will:
— see that we can make ourselves happy anytime we want with our thoughts.
— understand that in most ways people are similar, but not in all ways—and that's OK.

Directions:

Gather the group into a circle and set the tone.

Now you may say: *Let's see how well we remember the sharing circle rules rules. Review and discuss the rules in a friendly manner.*

Introduce the topic: Simply say, *Our topic for this session is, 'Something That Makes Me Especially Happy.'*

Elaborate: You may say, *Think about the things you particularly like and tell us about one that almost always makes you happy. It could be something you enjoy doing, eating, or seeing, and it could involve another person—a friend, perhaps. It doesn't have to be anything colossal, just something that causes you to feel happy—even if other people don't feel the same way. Let's take a few moments to think about it quietly. The topic is, 'Something That Makes Me Especially Happy.'*

Invite the circle members to take turns speaking. Listen carefully to each one and guide the others to do the same. Don't allow negative interruptions. Be sure to take a turn yourself.

Conduct a review (optional): After everyone who wants a turn has had one, you may ask participants to briefly tell one another what they heard each other say. Have them take turns and explain that this will sharpen their listening skills.

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Something That Makes Me Especially Happy — (Continued)

Summary: After each individual who wants to speak has done so, ask the group:

— *What did you feel or experience as you shared or listened to others share?*

— *Who decides whether or not something makes you happy? Why do you think that is?*

— *Did you notice any interesting similarities and differences in the things that make us happy?*

Self Esteem Discussion

Key Activity

Purpose: To give participants a working definition of self esteem and an understanding of how it is developed in the ***INSIGHTS*** program.

Time: approximately 10 minutes

Materials needed: a copy of the "Developing Self Esteem" graphic following this activity

Directions: **Introduce the definition:** In the ***INSIGHTS*** program self esteem is defined as an individuals perception of personal worth or worthiness.

[**Note:** refer to the definition and discussion of self esteem found in Section 1—"Welcome to ***INSIGHTS***."]

Expand the definition: Self Esteem is a collection of our learnings and experiences. Combined, these shape our perceptions of the world and each environment we encounter. Moreover they determine the ways in which we relate to and feel about every situation in which we find ourselves. When these feelings have to do with valuing ourselves they become indicators of our level of self esteem.

As each life situation presents itself, we experience feelings about our worth and worthiness. As circumstances or situations change so do these feelings. As we perceive these feelings, we come to see our level of self esteem. Thus, **our self esteem is really our unique perception of our worth and worthiness.**

Introduce the graphic: In your own words let the participants see that self esteem is more developed than

(Continued Next Page)

taught. We can teach people **what** self esteem is and how important it is to develop, but for an individual's level of self esteem to increase, it must be developed. Therefore, ***INSIGHTS*** has been structured to permit self esteem to develop.

This is accomplished in each activity as children develop skills and come to acknowledge them through sharing circles. When children begin to see themselves in favorable comparison with others, they start feeling better about their competencies and abilities to get along well in the environments they encounter.

So much has been said about changing classroom environments to make them more conducive to developing self esteem, but with this we must also enhance each child's ability to deal effectively with a wide range of changing environments. The truth is, we don't always find ourselves in the environments we like. This is a vital understanding when we consider the working world. A growing ability to adapt to varied environments and feel good about oneself is a significant attribute to possess when entering the workforce.

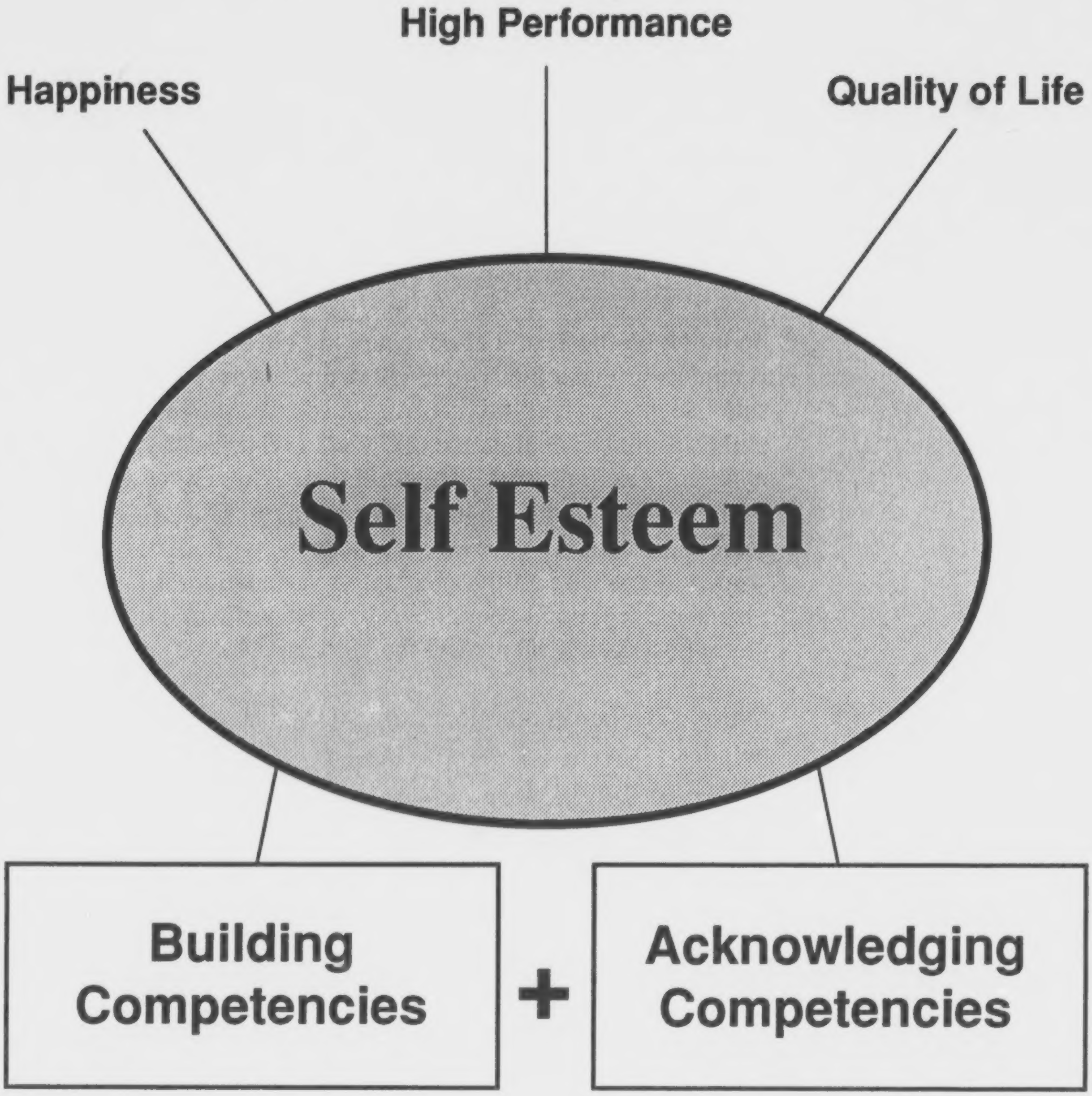
[**Note:** The points mentioned above should be made in any discussion of self esteem, but feel free to cast them in your own words.]

Review the graphic: While referring to the graphic, explain that ***INSIGHTS*** builds skills in the areas discussed earlier in the "Sharing Circle Demonstration."

Have participants go back to the "Skills and Attributes Reference" used earlier. Take note of these skills and explain how they have application in every life and work situation. Every individual can benefit from higher levels of competence in these areas.

As competence goes up and we are able to acknowledge these growing competencies and have them acknowledged to us, our self esteem increases.

DEVELOPING SELF ESTEEM



High Performance

Happiness

Quality of Life

Self Esteem

Building Competencies + **Acknowledging Competencies**

- Skills
- Attributes

- Personal
- External

Add A Review to Your Circle Session Now and Then

Key Activity

Purpose: To focus participants' attention on the purpose and procedures used for conducting the optional review in a sharing circle.

Time: approximately 30 minutes

Materials needed: one copy of the "Something I Do Really Well" activity guide for each circle group (a master copy follows this activity), and one set of "Sharing Circle Rules" and "Steps in Leading the Sharing Circle" for each participant (master copies follow this activity). (You may prepare these on chart paper in lieu of, or in addition to, handing them out if you wish.)

[**Note:** at this point in the training, participants should already have this material.]

Directions:

1. Refer to the "Steps in Leading the Sharing Circle," point out where reviewing fits into the circle process. Explain that there is more than one reason for conducting a review. Invite the participants to tell you what the benefits of reviewing are as they perceive them. Make sure that the following points are mentioned:
    a. Reviewing helps people to sharpen their listening skills.
    b. Reviewing helps people to feel listened to, and thereby valuable.

2. Explain what the procedure is by outlining again for them what you just finished demonstrating in the "Sharing Circle Walk Through."

(Continued Next Page)

3. At this point refer to Question 33 in the "Question and Answers " section of your manual. Point out some of the difficulties that may be encountered when a review is conducted. Go over each potential problem and show how it is effectively dealt with. In upcoming sharing circles have participants conduct reviews from time to time (at your discretion) and answer questions they have about the review to reinforce its effectiveness.

   [Note: you may also want to use the review discussion found in the section entitled "Other Sharing Circle Strategies as a resource.]

4. Now have the circle groups select a new leader and conduct a sharing circle with the topic "Something I Do Really Well." Give each new leader the appropriate activity guide and have them begin. (Provide 15 minutes for this cricle session and be sure to remind the leaders to watch the time.)

Summary: After the groups have closed the sharing circles, debrief the entire group by asking for questions or comments regarding the review specifically or the sharing circle in general.

Something I Do Really Well

A Sharing Circle

Objectives:

Participants will:
—see that there are many things that they do well.
—have an opportunity to personally acknowledge themselves.
—have the opportunity to acknowlege others.

Directions:

Gather the group into a circle and set the tone.

Now you may say: *Let's see how well we remember the sharing circle rules rules. Review and discuss the rules in a friendly manner.*

Introduce the topic: Simply say, *Our topic for this session is, 'Something I Do Really Well.'*

Elaborate: You may say, *Think about the things you particularly like to do and that you do well and tell us about one of them. . It could be something you do at home or on the job. Perhaps it's a skill you have developed or a talent you have. It may be something that you enjoy doing by yourself or that effects others. Let's take a few moments to think about it quietly. The topic is, 'Something I Do Really Well.'*

Invite the circle members to take turns speaking. Listen carefully to each one and guide the others to do the same. Don't allow negative interruptions. Be sure to take a turn yourself.

Conduct a review (optional): After everyone who wants a turn has had one, you may ask participants to briefly tell one another what they heard each other say. Have them take turns and explain that this will sharpen their listening skills.

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Something I Do Really Well

(Continued)

Summary: After each individual who wants to speak has done so, ask the group:

- *What did you feel or experience as you shared or listened to others share?*
- *Who decides whether you do something well? Why do you think that is?*
- *Did you notice any interesting similarities or differences in the things that were shared?*

TRAINING MODULE II

Training Module II Format -
(Six Contact Hours)

Note: Each participant should be given an appropriate *INSIGHTS* module and a set of workshop handouts containing materials indicated in the first column of the following Training Module Format.

Handout	Time (minutes)	ACTIVITY
	5	**Welcome—**
	15	**Introduction Activity**
		Defrosting #1
		Defrosting #2
	10	***INSIGHTS* program comments:**
		• **Genesis of the program—its origins**
		• **Program objectives**
		• **How the program fits into local objectives and strategies**
		• **The future of the program**
	5	**Training Outcomes**
*	3	**Review of the Agenda**
	7	***INSIGHTS* material review and exploration**
		• **Curriulum based**
		• **Competency areas**
		• **Module layout**
		• **Activity types and variety**
	45	**Ten Most Important Learnings**
*		**My Ten Most Important Learnings**
	10	**BREAK**
	25	**How to Lead a Sharing Circle**
*		**Sharing Circle Rules**
*		**Steps in Leading the Sharing Circle**
	25	**Sharing Circle Walk Through**
*		**"Something That Makes Me Especially Happy" activity guide**

Handout	Time (minutes)	ACTIVITY
	15	**The Spelling Test**
*		**Spelling Test Sheet**
	10	**Self Esteem Discussion**
*		**Developing Self Esteem**
	45	**LUNCH**
	30	**Add A Review to Your Circle Session Now and Then**
*		**"Something I Do Really Well" activity guide**
	25	**The Eyes Have It**
	35	**Debriefing the Sharing Circle**
*		**"A Time I Felt Good and Bad About the Same Thing" activity guide**
*		**"Skills And Attributes Reference"**
*		**Debriefing Guide**
	10	**BREAK**
	10	***INSIGHTS* material summary:**
		• Restate program objectives
		• Emphasize that program is curriulum based
		• Underscore program flexibility
		• Draw the self-esteem connection
	25	**Success Bombardment**
	5	**Evaluation and Adjourn**

Defrosting*

Introduction Activity (Alternative #1)

Description: A strategy in which the Facilitator and participants hear each others' names and learn something about one another.

Purpose: To give participants an opportunity to warm-up to each other, to the leader, and to the workshop setting in an enjoyable, informative way.

Time: approximately 15 minutes

Materials needed: a watch or timer

Directions:

1. Tell the group that you would like to get to know them and you'd like for them to get to know you and each other. Explain that since this is the first time everyone is together and the first of many hours together, it will be fun and beneficial to begin the process by allowing everyone to hear everyone else's name and a little information about each person.

2. Ask participants to form dyads (taking optional pencil and paper with them). Tell them to choose a person they do not know, and sit facing their partner with enough distance between them and the other dyads to avoid noise level problems.

3. Ask each dyad to decide who will be interviewed first and who second.

4. Explain to participants that their task is to interview each other, and collect the following information: name, occupation, place of occupation, favorite

(Continued Next Page)

hobby or interest, reason for attending the workshop, and any other items the interviewee particularly wishes to share. Tell them they have a total of four minutes for both interviews.

[**Variation:** you may ask that each person tell the other "something that you wouldn't know about me unless I told you."]

5. Depending on the size of the group you can choose from these two options to finish the second part of this activity:

   Option A: (for groups of 25 or less)

   At the end of four minutes, ask the dyads to return to the circle. Standing, each dyad member then has one minute to introduce his/her partner to the rest of the circle and share the information gained through the interview.

   Option B: (for large groups)

   At the end of four minutes, ask each dyad to join two other dyads and make its introductions in groups of six. Each dyad member has one minute to introduce his/her partner to the rest of the group.

6. When everyone has been introduced, comment on the diversity of the group, the variety of interests, and reasons for attending the workshop. You might want to mention that you look forward to working with them, and be sure to thank them for participating.

7. Participate in the activity yourself.

Defrosting*

Introduction Activity (Alternative #2)

Description: A strategy in which the Facilitator and participants hear each others' names and learn something about one another. (Suggested for groups of 30 to 40.)

Purpose: To give participants an opportunity to warm-up to each other, to the leader, and to the workshop setting in an enjoyable, informative way.

Time: approximately 15 minutes

Directions:

1. Ask participants to arrange their chairs in a large circle.
2. Tell the group that you would like to get to know them and you'd like for them to get to know you and each other. Explain that since this is the first time everyone is together and the first of many hours together, it will be fun and beneficial to begin the process by allowing everyone to hear everyone else's name and a little information about each person.
3. You might want to present a model for them by introducing yourself first, stating your name, occupation, location of employment, and special interests and/or hobbies, and reasons for attending/holding the workshop. Finally, name a word that best describes the way you are feeling at that very moment.
4. Ask participants to introduce themselves in the same manner. (You might wish to ask them to stand by their seats and face the rest of the circle.)

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5. When everyone has been introduced, comment on the diversity of the group, the variety of interests, and reasons for attending the workshop. You might want to mention that you look forward to working with them, and be sure to thank them for participating.

6. Participate in the activity yourself.

Agenda

Welcome and Introduction

About the *INSIGHTS* Program

Training Outcomes

INSIGHTS Material Review and Exploration

Ten Most Important Learnings

BREAK

How to Lead a Sharing Circle

Sharing Circle Walk Through

Developing Self Esteem

LUNCH

The Review Phase of a Circle Session

Debriefing the Sharing Circle

BREAK

Success Bombardment

INSIGHTS Summary, Evaluation and Adjourn

Ten Most Important Learnings

(Introduction to Sharing Circles)

Key Activity

Description: This activity begins by each individual participant writing a list of ten significant learnings, then coding them as directed by the Facilitator. A sampling of participant responses is recorded on a group list. Then a demonstration of the sharing circle is conducted, with those not participating in the circle watching for correlations between the group list and what they experience by observing the circle. After the circle, the Facilitator returns the groups' attention to the list, and checks each learning selected followed by a brief summary.

Purpose: To introduce participants to the sharing circle and to demonstrate its usefulness as an effective learning strategy.

Time: approixamately 45 minutes
5 minutes: writing
10 minutes: coding and analysis
5 minutes: listing group learnings
10 minutes: demonstration circle
5 minutes: checking group list
10 minutes: analysis and summary

Materials needed: pencils and individual worksheets for participants (a master copy appears at the end of this activity), felt-pens (different colors), chart paper, and tape

Directions:

1. Pass out individual worksheets and pencils (if necessary) to each participant.

(Continued Next Page)

2. Explain to the participants that since birth they have learned a lot: facts, attitudes, skills, principles, etc. Ask them to reflect on these learnings and to write ten they think are of the most important, taking no more than 4 minutes to compile the lists. For example, someone might choose learning to read, or learning to take risks to grow.

   [**Note:** make sure these are important learnings and not events.]

3. While participants are making their lists, divide a sheet of chart paper into four quadrants. Lable these with an "A", "O", "S", and "C" respectively.

4. At the end of 4 minutes, draw their attention to the box headed “A” for Alone. Ask them to look down their lists to see if any items were learned alone; no one else was present; they learned it without others’ help either directly or indirectly. Have them put an “A” next to each of these learnings.

5. Move to the box headed “O”, for Others. Again, they go through their lists, writing an “O” for any learnings which they learned in a social context, with others present (perhaps as models or encouragement). Usually these are the ones without an “A.”

6. Moving to the “S” box, explain that it represents learnings which were Self-motivated, things learned out of personal interest or desire. They learned these because they wanted to. Mark the box accordingly.

7. The “C” box stands for school Curriculum, grades K-12 only. These are learnings resulting from formal schooling where the learning was the subject title or the name of a course (things learned at school, but not as a direct result of planned instruction don’t fit under “C”). Mark the appropriate learnings with a “C.”

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8. Now draw group attention to the Chart. Addressing one item at a time, ask them to raise their hands if that letter appeared before half or more of their learnings. Record these numbers in the appropriate boxes.

9. In your own words comment on the scores. Usually the majority of participants respond that they have half or more of their learnings marked with "A"s and "O"s. Explain that this is because learning usually takes place in a social context and where we are motivated to learn. Comment further on the number appearing in the "C" box (usually a small number). This results from the fact that:
   a. other institutions or organizations delivered these learnings (i.e., family, church, or peers).
   b. in the past schools have not been given the responsibility to deliver these kinds of learnings.

10. Now ask participants if families are generally as effective, today, in delivering these learnings as they have been in the past. Point out that research shows that peer influence has in many cases passed family influence as a major source of non-school learning. Ask for opinions from participants regarding the quality of peer teachings among children compared to those traditionally taught in the home. Accept whatever opinions are offered and proceed.

11. Using chart paper, ask participants who would like, to volunteer one of their most important learnings and make a "group" list under the heading "Ten of Our Most Important Learnings." After completing this "group" list, make any comments you'd like and then put the list aside telling participants that you'll come back to it later.

(Continued Next Page)

12. At this point, ask the group to put aside their worksheets and to focus on a demonstration circle which the Facilitator will lead.

13. Ask for four volunteers to join you in a circle, with the other participants arranged around so they can see and hear (fish-bowl style).

14. Instruct the outer group to watch, keeping their attention on the circle, while they also notice anything happening in the circle which relates to the learnings listed on the "group" list.

    [**Note:** tell them not to worry about getting the circle procedure at this point. That will come later.]

15. Using the activity guide on the next page lead the inner group in a sharing circle with the topic "One of My Favorite Places."

16. After the circle, draw the large group together again, refocusing attention on the "group" list. Ask them to identify any learnings they see as somehow relating to the circle, its content or process. Check those indicated (use a different colored marker for emphasis).

17. Post the "group" list by taping it to a wall where it will be visible for the duration of the training.

Summary: Usually the majority of learnings appearing on the "group" list are checked. Point out that the sharing circle exposes participants to a wide range of learnings even when its topic doesn't relate directly to them.

My Ten Most Important Learnings

1. ____
____

2. ____
____

3. ____
____

4. ____
____

5. ____
____

6. ____
____

7. ____
____

8. ____
____

9. ____
____

10. ____
____

One of My Favorite Places

A Sharing Circle

Objectives:

The students will:
—describe a place they enjoy being.
—discuss how preferences make each person unique.

Introduce the topic:

Say to the students: *Our topic for this circle session is a very enjoyable one because it encourages us to talk about ourselves and the things we like. The topic is, "One of My Favorite Places." So give that some thought.*

Where do you really enjoy being? Perhaps an exciting place comes to mind, or one that's peaceful and beautiful. Maybe the most important thing about a place is who is there with you. Or perhaps when you think of a favorite place you usually focus on feeling relaxed or inspired. The place that comes to mind might be one you've seen in a picture or movie, but haven't yet visited. It might even be an imaginary place. Think about it for a few moments. The topic is, "One of My Favorite Places ."

Discussion questions:

—*Did you notice any similarities in the places we mentioned and why we like those places?*
—*How do your surroundings affect your mood? ...your thoughts?*
—*Why do we depend on familiar surroundings?*
—*What kind of person regularly seeks new and different surroundings?*

How to Lead A Sharing Circle

Key Activity

Purpose: To focus directly on the mechanics of sharing circle leadership so that participants will by fully able to lead circles themselves.

Time: 15 to 25 minutes (almost all of this time should be devoted to your presentation)

Materials needed: one set of “Sharing Circle Rules” and “Steps in Leading the Sharing Circle” for each participant (master copies follow this activity). (You may prepare these on chart paper in lieu of, or in addition to, handing them out if you wish.)

Directions:

1. In a step-by-step manner present the sharing circle process and rules referencing participants to pages 9 through 14 in their ***INSIGHTS*** Modules. Ask them to hold their questions or comments until you have moved completely through the sequence.

   [**Note:** you may wish to use the “Summary of Basic Sharing Circle Skills” found in the “Sharing Circle Guide” section of your manual.]

2. Conduct a discussion by asking for questions or comments. It is quite possible that when you finish this presentation there will be “what if” questions asked. Be prepared to respond to these questions by having carefully read the “Questions and Answers” section in your manual paying particular attention to those questions dealing with sharing circle leadership.

   [**Note:** this presentation prepares the way for you to lead participants in a sharing circle “walk through.”]

Sharing Circle Rules

A. We bring ourselves to the circle and nothing else.

B. Everyone gets one turn to share including the leader.

C. We don't have to take a turn if we don't want to.

D. We listen to the person who is speaking.

E. We don't interrupt, or put each other down.

F. We share the time equally.

G. We stay in our own space, and we don't bother others with our hands or feet.

For additional detail concerning the circle session rules refer to "Sharing Circle Rules" beginning on page 10 in each Module.

Steps in Leading the Sharing Circle

1. **Set the tone.**
2. **Review the sharing circle rules.**
3. **Introduce the topic:**
    a. **State the topic**
    b. **Elaborate**
    c. **Restate the topic**
    d. **Provide time for thought**
4. **Give each child who volunteers a turn.**
5. **Conduct a review (optional).**
6. **Lead a summary.**
7. **Close the circle.**

For additional detail concerning the steps in leading a circle session refer to "Steps in Leading the Sharing Circle Session" beginning on page 9 in each Module.

Sharing Circle Walk Through

Key Activity

Purpose: To acquaint all participants with the sharing circle process on a first-hand basis, allowing them to experience for themselves the importance of verbal sharing, equality, listening and acceptance.

Time: 10 to 20 minutes (almost all of this time should be devoted to the walk-thru)

Materials needed: one copy of the "Something That Makes Me Especially Happy" activity guide for each circle leader (a master copy follows this activity) and a stop watch or a watch with a sweep second hand

Directions:

1. **Introduce the activity:** Thank the participants for their comments about the sharing circle demonstration and explain that next they will all divide into groups and have a first-hand experience in a sharing circle with another topic.

2. Ask the participants to stand and find 4 or 5 other people with whom to form a circle. It doesn't matter how well they may or may not know one another. The choice is theirs. (If it doesn't matter to them, recommend they get together with new people.)

   [**Variation:** you may want to simply have participants count off in a number appropriate to forming circles of either 5 or 6 participants.]

   [**Note:** be sure that all the circles have no more than 6 nor fewer than 5 participants.]

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3. As soon as the participants have clustered themselves into groups of 5 or 6, ask them to pull together and make sure their circles are round.

4. Then ask them to take 20 seconds to decide among themselves who should be the leader. Explain that the leader is going to get a lot of help from you so it won't be difficult at all. Give them time to select their leaders and then ask the leaders of each group to raise their hands. Show appreciation to the groups who have a leader. In a joking way, urge the other groups to decide who will be their leaders post-haste.

5. **Give instructions:** As soon as each group has a leader, give a copy of the activity guide entitled "Something That Makes Me Especially Happy" to each one. Ask the leaders to look it over. As the leaders do this, talk to the other participants. This is a good time to say:

   Please don't—

   a. *'help' the leader during the session unless the leader asks for help.*

   b. *ask each other questions during the sharing phase of the session.*

   c. *make statements about any insight or observation ('pearls of wisdom') until they are in the summary phase of the session.*

6. **Conduct the "Walk Through:"** Following the sharing circle steps used in "How to Lead A Sharing Circle," walk the groups through the sharing circle process, as follows:

   a. *Leaders, take 30 seconds to set up the circle and set the tone. Greet each person individually.* (Provide 30 seconds.)

(Continued Next Page)

b. *Now, leaders, ask the participants to see how many of the sharing circle rules they remember.* (Provide 1 1/2 minutes.)

c. *Leaders, notice that the topic is 'Something That Makes Me Especially Happy'. Announce the topic. Elaborate on it in your own words. Repeat the topic. Then give everyone a chance to think it over silently. You have 1/1/2 minutes.* (Provide 1/1/2 minutes.)

d. *Leaders, now invite the group to speak. Don't call on people. Just let them take turns as they wish to. You job is twofold. First, it's to make sure that everyone who wants to speak gets a turn. Second you will enforce the rules as necessary. We will take 6 minutes for this sharing time.* (Provide 6 minutes.)

e. *Now that we have concluded the sharing, I'd like the leaders to begin a review. Though optional, the review is a valuable listening skill development tool and should be used from time to time. Ask your group to briefly tell one another what they heard each other say. Have one person tell another what they heard and then have a different person do the samer for someone else. Reviewers should volunteer and and choose the person they will review. Continue this until everyone has been reviewed.*

[**Note:** this is a complex instruction and there may be questions. Address these and continue.]

f. *At this point, leaders, ask the first summary question on your guide. It's, 'What did you feel or experience as you shared or listened to others share?' Then listen to the responses and feel free*

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to make your own comments. I'll stop the summary in 2 1/2 minutes. If you have time ask the second question and maybe even the third one. (Provide 2 1/2 minutes.)

g. *Finally, leaders, thank the members of the group and announce that the circle is over. Take 15 seconds for this.* (Provide 15 seconds.)

h. *And now, groups, take one minute to tell the leader what he or she did, as leader, that you appreciated. Give your leader some specific positive feedback.* (Provide 1 minute.)

At this point conduct a discussion. Ask the whole group:
—*What was this sharing circle like for you?*
—*What other comments or questions do you have?*

Field remarks and questions by pointing out that the sharing circle has been found to give individuals the opportunity to get to know each other in interesting and safe ways. In the process, they get to know themselves better, too.

Thank the entire group for their cooperation.

Something That Makes Me Especially Happy — A Sharing Circle

Objectives: Participants will:
— see that we can make ourselves happy anytime we want with our thoughts.
— understand that in most ways people are similar, but not in all ways—and that's OK.

Directions: Gather the group into a circle and set the tone.

Now you may say: *Let's see how well we remember the sharing circle rules rules. Review and discuss the rules in a friendly manner.*

Introduce the topic: Simply say, *Our topic for this session is, 'Something That Makes Me Especially Happy.'*

Elaborate: You may say, *Think about the things you particularly like and tell us about one that almost always makes you happy. It could be something you enjoy doing, eating, or seeing, and it could involve another person—a friend, perhaps. It doesn't have to be anything colossal, just something that causes you to feel happy—even if other people don't feel the same way. Let's take a few moments to think about it quietly. The topic is, 'Something That Makes Me Especially Happy.'*

Invite the circle members to take turns speaking. Listen carefully to each one and guide the others to do the same. Don't allow negative interruptions. Be sure to take a turn yourself.

Conduct a review (optional): After everyone who wants a turn has had one, you may ask participants to briefly tell one another what they heard each other say. Have them take turns and explain that this will sharpen their listening skills.

(Continued Next Page)

Something That Makes Me Especially Happy — (Continued)

Summary: After each individual who wants to speak has done so, ask the group:

— *What did you feel or experience as you shared or listened to others share?*

— *Who decides whether or not something makes you happy? Why do you think that is?*

— *Did you notice any interesting similarities and differences in the things that make us happy?*

The Spelling Test

Key Activity

Purpose: To create an awareness in participants of the feelings that develop when individuals are in alien environments.

Time: approximately 15 minutes

Materials needed: a copy of the attached worksheet for each participant, chart paper and marking pens

Directions:

1. **Introduce the activity:** Explain that you would like to have everyone take a test. Expect some "boos and hisses." This isn't a serious test, but they'll find it interesting.

2. Provide each participant with a test sheet and explain the rules:
   a. No talking
   b. No questions or comments
   c. Follow verbal instructions

3. Explain further that participants are to write in cursive, but that they are to use their non-dominant hands (i.e., if they are right-handed they are to use they left hand, etc.)

4. **Begin testing:** Use the words in the following list:
   - Additional
   - Accommodate
   - Extraordinary
   - Pleasurable
   - Fortuitous
   - Expeditious
   - Ambidexterity
   - Uncomfortable

   Repeat each word twice. Immediately after saying the word for the first time, you should write the word yourself , **but with your dominant hand.** As you complete writing each word, announce the next word.

(Continued Next Page)

5. After completing the last word, tell the participants to stop writing and put down their pencils. The test is over!

6. **Debrief the activity:** Ask the group to volunteer what feelings they experienced during this exercise and write their responses on the chart paper. Explain that what they have just experienced is stress. The negative words or expressions they have volunteered are synonyms for stress.

Summary: After the debriefing, explain that when children find themselves in environments where they are ill-equipped or uncomfortable that learning and performance are diminished. Many children grow into adulthood not having acquired important skills necessary to perform in the work place and experience similar discomfort and stress. Skill development is an important way to effectively reduce stress and increase performance.

Spelling Test Sheet

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

Self Esteem Discussion

Key Activity

Purpose: To give participants a working definition of self esteem and an understanding of how it is developed in the ***INSIGHTS*** program.

Time: approximately 10 minutes

Materials needed: a copy of the "Developing Self Esteem" graphic following this activity

Directions: **Introduce the definition:** In the ***INSIGHTS*** program self esteem is defined as an individuals perception of personal worth or worthiness.

[**Note:** refer to the definition and discussion of self esteem found in Section 1—"Welcome to ***INSIGHTS***."]

Expand the definition: Self Esteem is a collection of our learnings and experiences. Combined, these shape our perceptions of the world and each environment we encounter. Moreover they determine the ways in which we relate to and feel about every situation in which we find ourselves. When these feelings have to do with valuing ourselves they become indicators of our level of self esteem.

As each life situation presents itself, we experience feelings about our worth and worthiness. As circumstances or situations change so do these feelings. As we perceive these feelings, we come to see our level of self esteem. Thus, **our self esteem is really our unique perception of our worth and worthiness.**

Introduce the graphic: In your own words let the participants see that self esteem is more developed than

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taught. We can teach people **what** self esteem is and how important it is to develop, but for an individual's level of self esteem to increase, it must be developed. Therefore, ***INSIGHTS*** has been structured to permit self esteem to develop.

This is accomplished in each activity as children develop skills and come to acknowledge them through sharing circles. When children begin to see themselves in favorable comparison with others, they start feeling better about their competencies and abilities to get along well in the environments they encounter.

So much has been said about changing classroom environments to make them more conducive to developing self esteem, but with this we must also enhance each child's ability to deal effectively with a wide range of changing environments. The truth is, we don't always find ourselves in the environments we like. This is a vital understanding when we consider the working world. A growing ability to adapt to varied environments and feel good about oneself is a significant attribute to possess when entering the workforce.

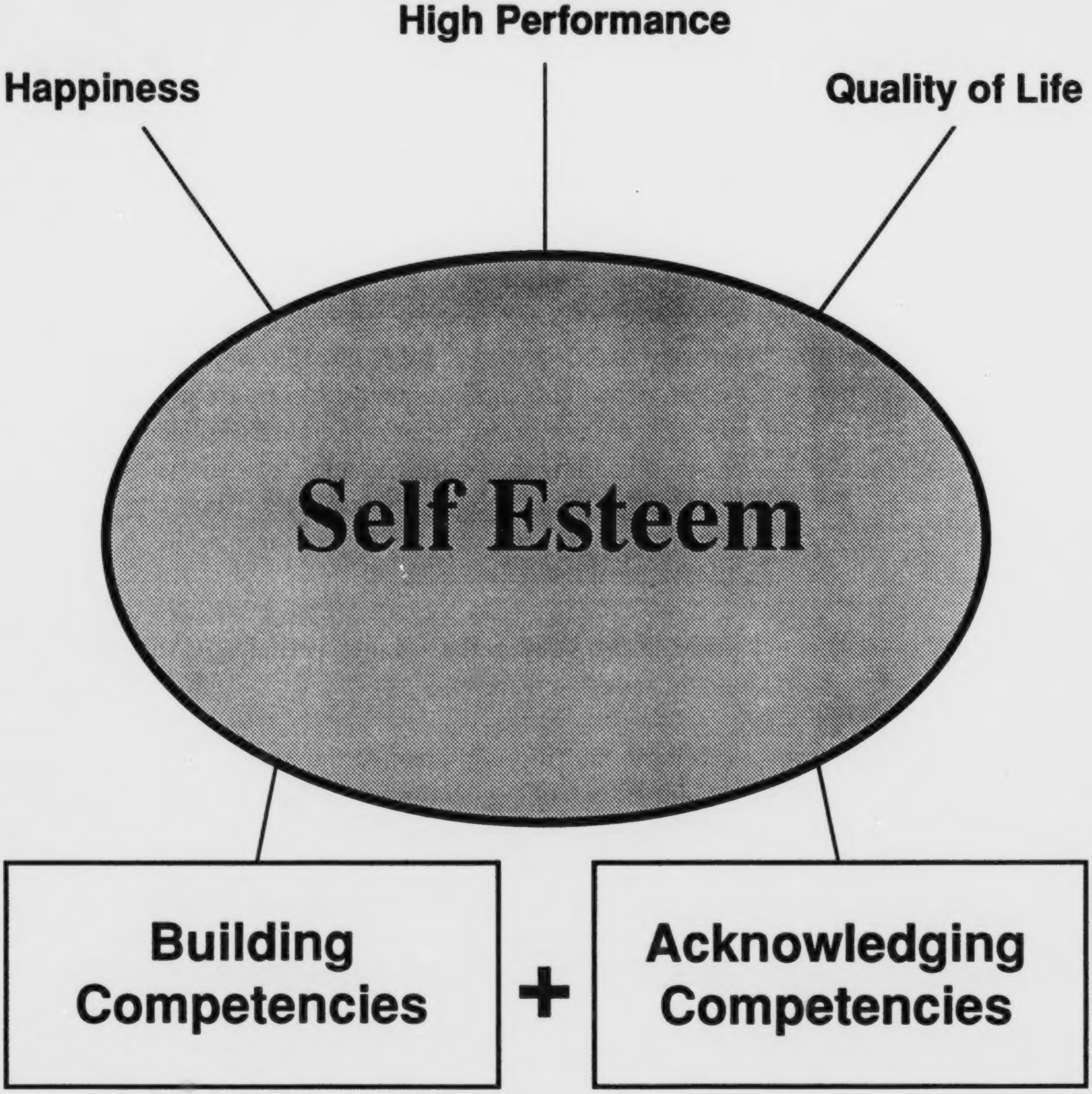
[**Note:** The points mentioned above should be made in any discussion of self esteem, but feel free to cast them in your own words.]

Review the graphic: While referring to the graphic, explain that ***INSIGHTS*** builds skills in the areas discussed earlier in the "Sharing Circle Demonstration."

Have participants go back to the "Skills and Attributes Reference" used earlier. Take note of these skills and explain how they have application in every life and work situation. Every individual can benefit from higher levels of competence in these areas.

As competence goes up and we are able to acknowledge these growing competencies and have them acknowledged to us, our self esteem increases.

DEVELOPING SELF ESTEEM



High Performance

Happiness

Quality of Life

Self Esteem

Building Competencies + **Acknowledging Competencies**

- Skills
- Attributes

- Personal
- External

Add A Review to Your Circle Session Now and Then

Key Activity

Purpose: To focus participants' attention on the purpose and procedures used for conducting the optional review in a sharing circle.

Time: approximately 30 minutes

Materials needed: one copy of the "Something I Do Really Well" activity guide for each circle group (a master copy follows this activity), and one set of "Sharing Circle Rules" and "Steps in Leading the Sharing Circle" for each participant (master copies follow this activity). (You may prepare these on chart paper in lieu of, or in addition to, handing them out if you wish.)

[**Note:** at this point in the training, participants should already have this material.]

Directions:

1. Refer to the "Steps in Leading the Sharing Circle," point out where reviewing fits into the circle process. Explain that there is more than one reason for conducting a review. Invite the participants to tell you what the benefits of reviewing are as they perceive them. Make sure that the following points are mentioned:
    a. Reviewing helps people to sharpen their listening skills.
    b. Reviewing helps people to feel listened to, and thereby valuable.

2. Explain what the procedure is by outlining again for them what you just finished demonstrating in the "Sharing Circle Walk Through."

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3. At this point refer to Question 33 in the "Question and Answers " section of your manual. Point out some of the difficulties that may be encountered when a review is conducted. Go over each potential problem and show how it is effectively dealt with. In upcoming sharing circles have participants conduct reviews from time to time (at your discretion) and answer questions they have about the review to reinforce its effectiveness.

   [Note: you may also want to use the review discussion found in the section entitled "Other Sharing Circle Strategies as a resource.]

4. Now have the circle groups select a new leader and conduct a sharing circle with the topic "Something I Do Really Well." Give each new leader the appropriate activity guide and have them begin. (Provide 15 minutes for this cricle session and be sure to remind the leaders to watch the time.)

Summary: After the groups have closed the sharing circles, debrief the entire group by asking for questions or comments regarding the review specifically or the sharing circle in general.

Something I Do Really Well

A Sharing Circle

Objectives:

Participants will:
—see that there are many things that they do well.
—have an opportunity to personally acknowledge themselves.
—have the opportunity to acknowlege others.

Directions:

Gather the group into a circle and set the tone.

Now you may say: *Let's see how well we remember the sharing circle rules rules. Review and discuss the rules in a friendly manner.*

Introduce the topic: Simply say, *Our topic for this session is, 'Something I Do Really Well.'*

Elaborate: You may say, *Think about the things you particularly like to do and that you do well and tell us about one of them. . It could be something you do at home or on the job. Perhaps it's a skill you have developed or a talent you have. It may be something that you enjoy doing by yourself or that effects others. Let's take a few moments to think about it quietly. The topic is, 'Something I Do Really Well.'*

Invite the circle members to take turns speaking. Listen carefully to each one and guide the others to do the same. Don't allow negative interruptions. Be sure to take a turn yourself.

Conduct a review (optional): After everyone who wants a turn has had one, you may ask participants to briefly tell one another what they heard each other say. Have them take turns and explain that this will sharpen their listening skills.

(Continued Next Page)

Something I Do Really Well

(Continued)

Summary: After each individual who wants to speak has done so, ask the group:

— *What did you feel or experience as you shared or listened to others share?*

— *Who decides whether you do something well? Why do you think that is?*

— *Did you notice any interesting similarities or differences in the things that were shared?*

The Eyes Have It

Key Activity

Description: Following a brief introductory discussion about eye contact, the participants form dyads. In a carefully timed sequence, they speak to each other without eye contact and with eye contact. A discussion concludes the activity.

Purpose: The participants will:

—demonstrate the role of eye contact in communication.

—describe the importance of nonverbal forms of communication.

Time: approximately 25 minutes

Materials needed: chalkboard, chart, timer, or watch

Directions: **Briefly discuss with the group the importance of eye contact during conversation.** Then ask them to help you create a situation which will give them an opportunity to experience the effects of eye contact (and the effects of no eye contact).

Ask participants to choose a partner and sit so they are facing each other. They should also sit close to each other and as far away from the other dyads as possible to reduce distractions. Ask the partners to decide who will be **A** and who will be **B**.

Top of Round 1: Explain to the participants: *For one minute, I want **A** to talk to **B** about "How I Feel About the Weather We Are Having Today" (or some other topic). While **A** talks, **B** will not say anything and will not look at A. If you are **B**, look anywhere except into A's eyes. I'll give you a signal to stop at the end of the minute. Any questions? Begin.*

(Continued Next Page)

Feedback: At the end of the minute say: *Stop! Now I want **B** to look at **A** and for one minute, I want **A** to tell **B** how you felt when **B** wouldn't look at you while you spoke. I'll give you a signal at the end of one minute. Begin.*

Bottom of Round 1: Stop the feedback session after one minute and say: *Now we are going to repeat this procedure. **A** will still be the speaker, and **B** will remain silent. However, this time as **A** speaks, **B** will look at **A**. You will have one minute, and the topic will be the same. Any questions? Begin.*

Feedback: At the end of the minute say: *Stop! Now I want **A** to tell **B** how you felt when **B** gave you eye contact as you spoke. I'll give you a signal at the end of one minute. Begin.*

Round 2: Signal the end of one minute and explain: *Now we'll repeat this procedure once more, only **B** will be the speaker and **A** will listen. I'll signal when each minute is up, and I'll give you directions between stages.*

Follow the same procedure as for Round 1. Ask **B** to speak to the topic, "What I Plan To Do This Evening."

Synopsis:

Round 1

"How I Feel About the Weather We're Having Today"

One minute-A speaks; B gives no eye contact.
One minute-A tells B how that felt.
One minute-A speaks; B gives eye contact.
One minute-A tells B how that felt.

Round 2

"What I Plan To Do Thid Evening"

One minute-B speaks; A gives no eye contact.
One minute-B tells A how that felt.
One minute-B speaks; A gives eye contact.
One minute-B tells A how that felt.

(Continued Next Page)

[**Note:** When the partners are not giving each other eye contact (two of the eight minutes). The noise level in the room will increase considerably, because the speakers will be trying to get the listeners' attention, and will be discharging their frustration (almost always by laughing).]

Facilitate a discussion about the importance of nonverbal communication. Ask these and other open-ended questions:

— *How did you feel when your partner would not make eye contact with you?*
— *How did you feel when you did get eye contact from your partner ?*
— *How did you feel about giving your partner eye contact?*
— *In what other nonverbal ways do people show they are listening (nodding, leaning forward, interested facial expression, smile)?*
— *Why did the room get noisier when the speakers were not receiving eye contact?*
— *What is the most important thing you learned from this exercise?*

Debriefing the Sharing Circle

Key Activity

Purpose: To focus attention on the sharing circle process and to model positive feedback as a tool for improving leadership skills.

Time: approximately 35 minutes

Materials needed: chart paper, marking pens, a copy of the "A Time I Felt Good and Bad About the Same Thing" activity guide for each circle leader, a copy of the "Skills And Attributes Reference," and a debriefing guide for each participant (master copies follow this activity)

Directions:

1. If necessary, have participants reform into their original circle groups. Explain that they are now going to enjoy a sharing circle in which they can practice active listening. In addition, they will be introduced to an important tool for using feedback as a means of developing skills in leading the sharing circle.

2. Have each group select a new leader and give each one a copy of the "A Time I Felt Good and Bad About the Same Thing" activity guide to review.

   [**Note:** point out that this is a sharing circle from ***INSIGHTS*** Module III.]

3. While the leaders are preparing, hand out copies of the debriefing guide and "Skills And Attributes Reference" to each participant. In your own words describe the debriefing process and its value as a collaborative learning tool to support their colleagues in becoming more skilled as sharing circle leaders.

   [**Note:** prepare your comments after reviewing the section in your manual entitled "Coaching and Debriefing."]

(Continued Next Page)

4. Now ask for someone in each circle to volunteer as a debriefer for this circle session. Have them sit outside the circle. Explain that their task will be simply to observe the leader and record behaviors on the debriefing guide. They should situate themselves so that they are facing the circle leader from outside the opposite side of the circle. (Point out that only the debriefers will use the debriefing guide.)

5. After your comments and after the debriefers have positioned themselves, have the leaders begin. (Provide ten minutes for completion of the circle session.)

6. After the circles are completed, ask the debriefers to move into the circle and sit opposite the leaders. Following your directions have them debrief the leader.

7. At this point, ask the group if they have any questions or comments they'd like to discuss.

8. Following this discussion, have participants look at the "Skills And Attributes Reference." Ask them to share with you the skills and attributes they have been exposed to during the sharing circles that have been conducted either as a result of the process (rules and steps) or the content (topics).

9. As they name the skills and attributes, ask them how they were experienced as you write each one down on the chart paper. Make the self-esteem connection.

Summary: This activity provides an introduction to the debriefing process, and it focuses the attention of all the participants on the sharing circle process as well. In this way it is a useful tool in modeling effective feedback, and in drawing the attention of participants to the mechanics of the circle. It also shows participants the many skills and attributes that are indirectly experienced in every sharing circle.

A Time I Felt Good and Bad About the Same Thing — A Sharing Circle

Relates to: Language Arts (oral language)

Objectives:

The children will:
— verbalize both positive and negative feelings.
— identify ways to express and deal with feelings.

Time:

approximately 15 to 20 minutes

Directions:

Review the sharing circle rules. Ask a volunteer to name all of the rules. Acknowledge the volunteer for his or her good memory. Fill in any remaining rules, and ask the children to commit to following them throughout the session.

State the topic. Say to the children: *The topic today is, "A Time I Felt Good and Bad About the Same Thing." Sometimes things happen and we have mixed feelings about them. We feel both good and bad at the same time. Perhaps you felt good about making the team, but bad because you didn't get the position you wanted or because your best friend didn't make the team at all. Perhaps your family moved from one place to another, and although you were happy to get a room of your own, you were sad to leave your old neighbors behind. Or maybe you were excited to have a chance to go to Disney World, but were sorry because you missed a special birthday party. Although you love your younger brothers or sisters, you may sometimes have to play with them when you'd rather be outside with your friends. Take a few moments to think of a time when you had mixed feelings about something. When you are ready, raise your hand. The topic is, "A Time I Felt Good and Bad About the Same Thing."*

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A Time I Felt Good and Bad About the Same Thing

Involve the children. Invite each child to share. Thank those who contribute, and be sure and take a turn yourself.

Conduct a summary. Encourage the children to talk about what they learned in the circle. Use these and other questions to generate a discussion:

— *What kinds of mixed feelings did we have in common?*
— *Which feelings seemed to be strongest, the good or the bad? Why do you think that is?*
— *Why is giving up something a tough price to pay for having something else? Does it happen often?*

Conclude the sharing circle. Thank the children for listening and sharing.

DEBRIEFING GUIDE

Instructions:
- Make your comments specific, descriptive and objective, and remember POSITIVE COMMENTS ONLY.
- Before debriefing the circle leader, be sure to ask, "How do you feel about the circle session and leading it?"

Leader ____________

Debriefer ____________

PROCESS CUES	VERBAL BEHAVIORS	NONVERBAL BEHAVIORS
A. Setting the tone		
B. Reviewing the circle rules		
C. Introducing the topic		
D. Leading the participation phase		
E. Leading the cognitive summary		
F. Closing the circle		

Other Comments:

SKILLS AND ATTRIBUTES REFERENCE

- LISTENING
- ORAL COMMUNICATION
- TRUSTING
- RELIABILITY/DEPENDABILITY/RESPONSIBILITY
- UNDERSTANDING OF OTHERS (EMPATHY)
- ADAPTABILITY
- ASSERTIVENESS
- INITIATIVE / WORK ETHIC
- DECISION MAKING
- TIME MANAGEMENT
- GOAL SETTING
- STRESS MANAGEMENT
- LEADERSHIP
- PROBLEM SOLVING

All people, young and old, possess these skills and attributes (qualities) to some degree. Research demonstrates that when deficiencies in their development exist, individuals are "At-Risk." On the other hand, as these skills and attributes are developed in the individual performance goes up and self-esteem is enhanced. This holds true for all socio-economic levels, all cultures, and for every other environmental condition or circumstance.

*Success Bombardment**

Group Exercise and Discussion

Description: Participants individually list a significant success they have experienced during someperiod of their lives. Each participant then describes his/her success to the other members of the circle group, who in turn label the speaker with positive adjectives suggested by his/her success experience.

Objectives: Partiticpants will:

— focus on a success they have experienced.
— verbally and in writing express their recognition of one another's successes.

Time: approximately 25 minutes

Materials needed: a blank sheet of paper for each participant

Directions:

1. If necessary, have participants regroup into their original sharing circle groups.

2. Distribute a sheet of blank paper to each individual.

3. **Tell the participants to briefly describe in writing, one significant success they have experienced in their lives.** Have them work individually, using their blank paper. Announce that they have 3 to 4 minutes to complete the task. (Emphasize that the success needs to be carefully written.)

4. **Explain the success bombardment process.** Tell the group that you want them to take turns sharing their success with their sharing circle group. *Immediately* after each person has shared his or her success, the other members of the circle are to think of at least one adjective that describes the person. Suggest that they choose

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adjectives that fit the success the individual described, e.g. *determined, creative, hard-working, brave*, etc. Have each circle member then share that adjective with the person who just described his or her success.

[**Variation:** if time permits, have participants individually write their adjectives on the the paper s of the people sharing their successes.]

Discussion questions:

Allow time for everyone to share and receive their success bombardments. Then facilitate a total group discussion. Ask these and other questions:
— How did you feel when you were being labeled positively?
— What good does it do to remember our successes?
— How did people react to your success at the time you achieved it?
— *What would happen if you asked for positive reactions after every success?*

TRAINING MODULE III

Training Module III Format -
(Nine Contact Hours)

Note: Each participant should be given an appropriate *INSIGHTS* module and a set of workshop handouts containing materials indicated in the first column of the following Training Module Format.

Handout	Time (minutes)	ACTIVITY
	5	Welcome—
	15	Introduction Activity
		Defrosting #1
		Defrosting #2
	10	*INSIGHTS* program comments:
		• Genesis of the program—its origins
		• Program objectives
		• How the program fits into local objectives and strategies
		• The future of the program
	5	Training Outcomes
*	3	Review of the Agenda
	7	*INSIGHTS* material review and exploration
		• Curriulum based
		• Competency areas
		• Module layout
		• Activity types and variety
	45	Ten Most Important Learnings
*		My Ten Most Important Learnings
	10	B R E A K
	25	How to Lead a Sharing Circle
*		Sharing Circle Rules
*		Steps in Leading the Sharing Circle
	20	It's A Humdinger

Handout	Time (minutes)	ACTIVITY
	25	Sharing Circle Walk Through
*		"Something That Makes Me Especially Happy" activity guide
	60	LUNCH
	30	Communication Stoppers—4 Way Street
	30	What a Sharing Circle Can Do
*		"Something That Causes Me Stress" activity guide
*		"Skills And Attributes Reference"
	10	BREAK
	25	Seeing the Same Thing Differently
*		"Now You Don't See It . . . Now You Do!" experience sheet
	15	The Spelling Test
*		Spelling Test Sheet
	20	Strength Bombardment
		DAY—TWO
	10	Morning Warm-up (Facilitator's Choice)
	10	Self Esteem Discussion
*		Developing Self Esteem
	25	Tape Recorder Dyads
	30	Add A Review to Your Circle Session Now and Then
*		"Something I Do Really Well" activity guide
	25	The Eyes Have It
	10	BREAK
	35	Debriefing the Sharing Circle
*		"A Time I Felt Good and Bad About the Same Thing" activity guide
*		Debriefing Guide

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Handout	Time (minutes)	ACTIVITY
	10	*INSIGHTS* material summary: • Restate program objectives • Emphasize that program is curriulum based • Underscore program flexibility • Draw the self-esteem connection
	25	Success Bombardment
	5	Evaluation and Adjourn

*Defrosting**

Introduction Activity (Alternative #1)

Description: A strategy in which the Facilitator and participants hear each others' names and learn something about one another.

Purpose: To give participants an opportunity to warm-up to each other, to the leader, and to the workshop setting in an enjoyable, informative way.

Time: approximately 15 minutes

Materials needed: a watch or timer

Directions:

1. Tell the group that you would like to get to know them and you'd like for them to get to know you and each other. Explain that since this is the first time everyone is together and the first of many hours together, it will be fun and beneficial to begin the process by allowing everyone to hear everyone else's name and a little information about each person.

2. Ask participants to form dyads (taking optional pencil and paper with them). Tell them to choose a person they do not know, and sit facing their partner with enough distance between them and the other dyads to avoid noise level problems.

3. Ask each dyad to decide who will be interviewed first and who second.

4. Explain to participants that their task is to interview each other, and collect the following information: name, occupation, place of occupation, favorite

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hobby or interest, reason for attending the workshop, and any other items the interviewee particularly wishes to share. Tell them they have a total of four minutes for both interviews.

[**Variation:** you may ask that each person tell the other "something that you wouldn't know about me unless I told you."]

5. Depending on the size of the group you can choose from these two options to finish the second part of this activity:

   Option A: (for groups of 25 or less)

   At the end of four minutes, ask the dyads to return to the circle. Standing, each dyad member then has one minute to introduce his/her partner to the rest of the circle and share the information gained through the interview.

   Option B: (for large groups)

   At the end of four minutes, ask each dyad to join two other dyads and make its introductions in groups of six. Each dyad member has one minute to introduce his/her partner to the rest of the group.

6. When everyone has been introduced, comment on the diversity of the group, the variety of interests, and reasons for attending the workshop. You might want to mention that you look forward to working with them, and be sure to thank them for participating.

7. Participate in the activity yourself.

Defrosting*

Introduction Activity (Alternative #2)

Description: A strategy in which the Facilitator and participants hear each others' names and learn something about one another. (Suggested for groups of 30 to 40.)

Purpose: To give participants an opportunity to warm-up to each other, to the leader, and to the workshop setting in an enjoyable, informative way.

Time: approximately 15 minutes

Directions:

1. Ask participants to arrange their chairs in a large circle.

2. Tell the group that you would like to get to know them and you'd like for them to get to know you and each other. Explain that since this is the first time everyone is together and the first of many hours together, it will be fun and beneficial to begin the process by allowing everyone to hear everyone else's name and a little information about each person.

3. You might want to present a model for them by introducing yourself first, stating your name, occupation, location of employment, and special interests and/or hobbies, and reasons for attending/holding the workshop. Finally, name a word that best describes the way you are feeling at that very moment.

4. Ask participants to introduce themselves in the same manner. (You might wish to ask them to stand by their seats and face the rest of the circle.)

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5. When everyone has been introduced, comment on the diversity of the group, the variety of interests, and reasons for attending the workshop. You might want to mention that you look forward to working with them, and be sure to thank them for participating.

6. Participate in the activity yourself.

Agenda — Day One

Welcome and Introduction

About the *INSIGHTS* Program

Training Outcomes

***INSIGHTS* Material Review and Exploration**

Ten Most Important Learnings

BREAK

How to Lead a Sharing Circle

Sharing Circle Walk Through

LUNCH

Communication Stoppers

What a Sharing Circle Can Do

BREAK

Different People—Different Views

Closing Activity

Agenda — Day Two

Developing Self Esteem

Listening Skills

The Review Phase of a Circle Session

BREAK

Debriefing the Sharing Circle

***INSIGHTS* Summary, Evaluation and Adjourn**

Ten Most Important Learnings

(Introduction to Sharing Circles)

Key Activity

Description: This activity begins by each individual participant writing a list of ten significant learnings, then coding them as directed by the Facilitator. A sampling of participant responses is recorded on a group list. Then a demonstration of the sharing circle is conducted, with those not participating in the circle watching for correlations between the group list and what they experience by observing the circle. After the circle, the Facilitator returns the groups' attention to the list, and checks each learning selected followed by a brief summary.

Purpose: To introduce participants to the sharing circle and to demonstrate its usefulness as an effective learning strategy.

Time: approximately 45 minutes

5 minutes: writing
10 minutes: coding and analysis
5 minutes: listing group learnings
10 minutes: demonstration circle
5 minutes: checking group list
10 minutes: analysis and summary

Materials needed: pencils and individual worksheets for participants (a master copy appears at the end of this activity), felt-pens (different colors), chart paper, and tape

Directions:

1. Pass out individual worksheets and pencils (if necessary) to each participant.

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2. Explain to the participants that since birth they have learned a lot: facts, attitudes, skills, principles, etc. Ask them to reflect on these learnings and to write ten they think are of the most important, taking no more than 4 minutes to compile the lists. For example, someone might choose learning to read, or learning to take risks to grow.

   [**Note:** make sure these are important learnings and not events.]

3. While participants are making their lists, divide a sheet of chart paper into four quadrants. Lable these with an "A", "O", "S", and "C" respectively.

4. At the end of 4 minutes, draw their attention to the box headed "A" for Alone. Ask them to look down their lists to see if any items were learned alone; no one else was present; they learned it without others' help either directly or indirectly. Have them put an "A" next to each of these learnings.

5. Move to the box headed "O", for Others. Again, they go through their lists, writing an "O" for any learnings which they learned in a social context, with others present (perhaps as models or encouragement). Usually these are the ones without an "A."

6. Moving to the "S" box, explain that it represents learnings which were Self-motivated, things learned out of personal interest or desire. They learned these because they wanted to. Mark the box accordingly.

7. The "C" box stands for school Curriculum, grades K-12 only. These are learnings resulting from formal schooling where the learning was the subject title or the name of a course (things learned at school, but not as a direct result of planned instruction don't fit under "C"). Mark the appropriate learnings with a "C."

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8. Now draw group attention to the Chart. Addressing one item at a time, ask them to raise their hands if that letter appeared before half or more of their learnings. Record these numbers in the appropriate boxes.

9. In your own words comment on the scores. Usually the majority of participants respond that they have half or more of their learnings marked with "A"s and "O"s. Explain that this is because learning usually takes place in a social context and where we are motivated to learn. Comment further on the number appearing in the "C" box (usually a small number). This results from the fact that:
   a. other institutions or organizations delivered these learnings (i.e., family, church, or peers).
   b. in the past schools have not been given the responsibility to deliver these kinds of learnings.

10. Now ask participants if families are generally as effective, today, in delivering these learnings as they have been in the past. Point out that research shows that peer influence has in many cases passed family influence as a major source of non-school learning. Ask for opinions from participants regarding the quality of peer teachings among children compared to those traditionally taught in the home. Accept whatever opinions are offered and proceed.

11. Using chart paper, ask participants who would like, to volunteer one of their most important learnings and make a "group" list under the heading "Ten of Our Most Important Learnings." After completing this "group" list, make any comments you'd like and then put the list aside telling participants that you'll come back to it later.

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12. At this point, ask the group to put aside their worksheets and to focus on a demonstration circle which the Facilitator will lead.

13. Ask for four volunteers to join you in a circle, with the other participants arranged around so they can see and hear (fish-bowl style).

14. Instruct the outer group to watch, keeping their attention on the circle, while they also notice anything happening in the circle which relates to the learnings listed on the "group" list.

    [**Note:** tell them not to worry about getting the circle procedure at this point. That will come later.]

15. Using the activity guide on the next page lead the inner group in a sharing circle with the topic "One of My Favorite Places."

16. After the circle, draw the large group together again, refocusing attention on the "group" list. Ask them to identify any learnings they see as somehow relating to the circle, its content or process. Check those indicated (use a different colored marker for emphasis).

17. Post the "group" list by taping it to a wall where it will be visible for the duration of the training.

Summary: Usually the majority of learnings appearing on the "group" list are checked. Point out that the sharing circle exposes participants to a wide range of learnings even when its topic doesn't relate directly to them.

My Ten Most Important Learnings

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

6. ____

____

7. ____

____

8. ____

____

9. ____

____

10. ____

____

One of My Favorite Places

A Sharing Circle

Objectives:

The students will:
—describe a place they enjoy being.
—discuss how preferences make each person unique.

Introduce the topic:

Say to the students: *Our topic for this circle session is a very enjoyable one because it encourages us to talk about ourselves and the things we like. The topic is, "One of My Favorite Places." So give that some thought.*

Where do you really enjoy being? Perhaps an exciting place comes to mind, or one that's peaceful and beautiful. Maybe the most important thing about a place is who is there with you. Or perhaps when you think of a favorite place you usually focus on feeling relaxed or inspired. The place that comes to mind might be one you've seen in a picture or movie, but haven't yet visited. It might even be an imaginary place. Think about it for a few moments. The topic is, "One of My Favorite Places ."

Discussion questions:

—*Did you notice any similarities in the places we mentioned and why we like those places?*
—*How do your surroundings affect your mood? ...your thoughts?*
—*Why do we depend on familiar surroundings?*
—*What kind of person regularly seeks new and different surroundings?*

How to Lead A Sharing Circle

Key Activity

Purpose: To focus directly on the mechanics of sharing circle leadership so that participants will by fully able to lead circles themselves.

Time: 15 to 25 minutes (almost all of this time should be devoted to your presentation)

Materials needed: one set of “Sharing Circle Rules” and “Steps in Leading the Sharing Circle” for each participant (master copies follow this activity). (You may prepare these on chart paper in lieu of, or in addition to, handing them out if you wish.)

Directions:

1. In a step-by-step manner present the sharing circle process and rules referencing participants to pages 9 through 14 in their ***INSIGHTS*** Modules. Ask them to hold their questions or comments until you have moved completely through the sequence.

   [**Note:** you may wish to use the “Summary of Basic Sharing Circle Skills” found in the “Sharing Circle Guide” section of your manual.]

2. Conduct a discussion by asking for questions or comments. It is quite possible that when you finish this presentation there will be “what if” questions asked. Be prepared to respond to these questions by having carefully read the “Questions and Answers” section in your manual paying particular attention to those questions dealing with sharing circle leadership.

   [**Note:** this presentation prepares the way for you to lead participants in a sharing circle “walk through.”]

Sharing Circle Rules

A. We bring ourselves to the circle and nothing else.

B. Everyone gets one turn to share including the leader.

C. We don't have to take a turn if we don't want to.

D. We listen to the person who is speaking.

E. We don't interrupt, or put each other down.

F. We share the time equally.

G. We stay in our own space, and we don't bother others with our hands or feet.

For additional detail concerning the circle session rules refer to "Sharing Circle Rules" beginning on page 10 in each Module.

Steps in Leading the Sharing Circle

1. **Set the tone.**
2. **Review the sharing circle rules.**
3. **Introduce the topic:**
    - a. **State the topic**
    - b. **Elaborate**
    - c. **Restate the topic**
    - d. **Provide time for thought**
4. **Give each child who volunteers a turn.**
5. **Conduct a review (optional).**
6. **Lead a summary.**
7. **Close the circle.**

For additional detail concerning the steps in leading a circle session refer to "Steps in Leading the Sharing Circle Session" beginning on page 9 in each Module.

*It's A Humdinger**

Purpose: To facilitate the formation of sharing circle groups in an easy and entertaining way.

Time: approximately 15 minutes (This activity prepares the group for the"Sharing Circle Walk Through.")

Materials needed: scissors, a small basket or dish, and a song title slip for each participant (master copy follows this activity)

Preparation: Prior to the workshop, make the appropriate number of copies of the "Humdinger Song Titles" so that you have five or six copies of each title you'll need to supply one to each person in the workshop.

[**Example:** if you are planning groups of five and you expect 20 participants, make five copies of four titles (master sheets contain 6 copies of 10 titles—enough for 60 participants)

With scissors cut out each song title, fold it in half and place it in the basket or dish.

Directions:

1. Pass the dish or basket among the participants and tell them to each take one slip of paper, but not to look at it until they're told.

2. After everyone has a title slip, explain that they will be engaging in a process to form sharing circle groups. Tell them that they each have the title of a familiar song and that on your signal you'd like them to stand and begin humming their tune. They are then to find everyone else in the room who has the same song. Remind them that this is a non-verbal exercise and the only sound that they can make is to hum their tune.

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3. Give participants your signal and let them begin. (Expect the noise level to be high at the beginning and start diminishing as people start finding others with the same tune.)

4. When groups have gathered, have them bring their chairs and materials together to form circles.

5. When everyone is seated, explain that, in addition, to having formed small groups they have also experienced a process in high-intensity, active listening. Ask them to recall the intensity with which they listened for the tune they wanted to hear.

   [**Note:** there need be no discussion at this point. Your only purpose is to create the awareness.]

Humdinger Song Titles

Row, Row, Row Your Boat	Row, Row, Row Your Boat	Row, Row, Row Your Boat
Jingle Bells	Jingle Bells	Jingle Bells
Yankee Doodle	Yankee Doodle	Yankee Doodle
Happy Birthday to You	Happy Birthday to You	Happy Birthday to You
Old MacDonald Had a Farm	Old MacDonald Had a Farm	Old MacDonald Had a Farm
Farmer in the Dell	Farmer in the Dell	Farmer in the Dell
Twinkle, Twinkle Little Star	Twinkle, Twinkle Little Star	Twinkle, Twinkle Little Star
Rock-a-bye Baby	Rock-a-bye Baby	Rock-a-bye Baby
For He's a Jolly Good Fellow	For He's a Jolly Good Fellow	For He's a Jolly Good Fellow
Here Comes the Bride	Here Comes the Bride	Here Comes the Bride

Row, Row, Row Your Boat	Row, Row, Row Your Boat	Row, Row, Row Your Boat
Jingle Bells	Jingle Bells	Jingle Bells
Yankee Doodle	Yankee Doodle	Yankee Doodle
Happy Birthday to You	Happy Birthday to You	Happy Birthday to You
Old MacDonald Had a Farm	Old MacDonald Had a Farm	Old MacDonald Had a Farm
Farmer in the Dell	Farmer in the Dell	Farmer in the Dell
Twinkle, Twinkle Little Star	Twinkle, Twinkle Little Star	Twinkle, Twinkle Little Star
Rock-a-bye Baby	Rock-a-bye Baby	Rock-a-bye Baby
For He's a Jolly Good Fellow	For He's a Jolly Good Fellow	For He's a Jolly Good Fellow
Here Comes the Bride	Here Comes the Bride	Here Comes the Bride

Sharing Circle Walk Through

Key Activity

Purpose: To acquaint all participants with the sharing circle process on a first-hand basis, allowing them to experience for themselves the importance of verbal sharing, equality, listening and acceptance.

Time: 10 to 20 minutes (almost all of this time should be devoted to the walk-thru)

Materials needed: one copy of the "Something That Makes Me Especially Happy" activity guide for each circle leader (a master copy follows this activity) and a stop watch or a watch with a sweep second hand

Directions:

1. **Introduce the activity:** Thank the participants for their comments about the sharing circle demonstration and explain that next they will all divide into groups and have a first-hand experience in a sharing circle with another topic.

2. Ask the participants to stand and find 4 or 5 other people with whom to form a circle. It doesn't matter how well they may or may not know one another. The choice is theirs. (If it doesn't matter to them, recommend they get together with new people.)

   [**Variation:** you may want to simply have participants count off in a number appropriate to forming circles of either 5 or 6 participants.]

   [**Note:** be sure that all the circles have no more than 6 nor fewer than 5 participants.]

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3. As soon as the participants have clustered themselves into groups of 5 or 6, ask them to pull together and make sure their circles are round.

4. Then ask them to take 20 seconds to decide among themselves who should be the leader. Explain that the leader is going to get a lot of help from you so it won't be difficult at all. Give them time to select their leaders and then ask the leaders of each group to raise their hands. Show appreciation to the groups who have a leader. In a joking way, urge the other groups to decide who will be their leaders post-haste.

5. **Give instructions:** As soon as each group has a leader, give a copy of the activity guide entitled "Something That Makes Me Especially Happy" to each one. Ask the leaders to look it over. As the leaders do this, talk to the other participants. This is a good time to say:

   Please don't—

   a. *'help' the leader during the session unless the leader asks for help.*

   b. *ask each other questions during the sharing phase of the session.*

   c. *make statements about any insight or observation ('pearls of wisdom') until they are in the summary phase of the session.*

6. **Conduct the "Walk Through:"** Following the sharing circle steps used in "How to Lead A Sharing Circle," walk the groups through the sharing circle process, as follows:

   a. *Leaders, take 30 seconds to set up the circle and set the tone. Greet each person individually.* (Provide 30 seconds.)

(Continued Next Page)

b. *Now, leaders, ask the participants to see how many of the sharing circle rules they remember.* (Provide 1 1/2 minutes.)

c. *Leaders, notice that the topic is 'Something That Makes Me Especially Happy'. Announce the topic. Elaborate on it in your own words. Repeat the topic. Then give everyone a chance to think it over silently. You have 1/1/2 minutes.* (Provide 1/ 1/2 minutes.)

d. *Leaders, now invite the group to speak. Don't call on people. Just let them take turns as they wish to. You job is twofold. First, it's to make sure that everyone who wants to speak gets a turn. Second you will enforce the rules as necessary. We will take 6 minutes for this sharing time.* (Provide 6 minutes.)

e. *Now that we have concluded the sharing, I'd like the leaders to begin a review. Though optional, the review is a valuable listening skill development tool and should be used from time to time. Ask your group to briefly tell one another what they heard each other say. Have one person tell another what they heard and then have a different person do the samer for someone else. Reviewers should volunteer and and choose the person they will review. Continue this until everyone has been reviewed.*

[**Note:** this is a complex instruction and there may be questions. Address these and continue.]

f. *At this point, leaders, ask the first summary question on your guide. It's, 'What did you feel or experience as you shared or listened to others share?' Then listen to the responses and feel free*

(Continued Next Page)

to make your own comments. I'll stop the summary in 2 1/2 minutes. If you have time ask the second question and maybe even the third one. (Provide 2 1/2 minutes.)

g. *Finally, leaders, thank the members of the group and announce that the circle is over. Take 15 seconds for this.* (Provide 15 seconds.)

h. *And now, groups, take one minute to tell the leader what he or she did, as leader, that you appreciated. Give your leader some specific positive feedback.* (Provide 1 minute.)

At this point conduct a discussion. Ask the whole group:
—*What was this sharing circle like for you?*
—*What other comments or questions do you have?*

Field remarks and questions by pointing out that the sharing circle has been found to give individuals the opportunity to get to know each other in interesting and safe ways. In the process, they get to know themselves better, too.

Thank the entire group for their cooperation.

Something That Makes Me Especially Happy — A Sharing Circle

Objectives: Participants will:

- — see that we can make ourselves happy anytime we want with our thoughts.
- — understand that in most ways people are similar, but not in all ways—and that's OK.

Directions: Gather the group into a circle and set the tone.

Now you may say: *Let's see how well we remember the sharing circle rules rules. Review and discuss the rules in a friendly manner.*

Introduce the topic: Simply say, *Our topic for this session is, 'Something That Makes Me Especially Happy.'*

Elaborate: You may say, *Think about the things you particularly like and tell us about one that almost always makes you happy. It could be something you enjoy doing, eating, or seeing, and it could involve another person—a friend, perhaps. It doesn't have to be anything colossal, just something that causes you to feel happy—even if other people don't feel the same way. Let's take a few moments to think about it quietly. The topic is, 'Something That Makes Me Especially Happy.'*

Invite the circle members to take turns speaking. Listen carefully to each one and guide the others to do the same. Don't allow negative interruptions. Be sure to take a turn yourself.

Conduct a review (optional): After everyone who wants a turn has had one, you may ask participants to briefly tell one another what they heard each other say. Have them take turns and explain that this will sharpen their listening skills.

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Something That Makes Me Especially Happy (Continued)

Summary: After each individual who wants to speak has done so, ask the group:

- *What did you feel or experience as you shared or listened to others share?*
- *Who decides whether or not something makes you happy? Why do you think that is?*
- *Did you notice any interesting similarities and differences in the things that make us happy?*

Communication Stoppers

4-Way Street

Key Activity

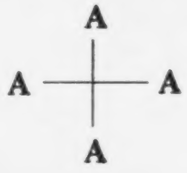
Purpose: To bring to the awareness of participants methods of responding that block or hinder effective, oral communications.

Time: approximately 30 minutes

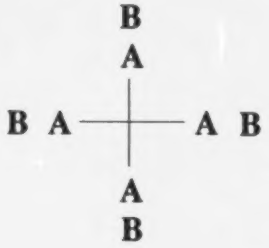
Directions:

1. Have participants form teams of two. Have team members decide who will be "A" and who will be "B".

2. A's are to move with their chairs into groups of four and seat themselves with their backs to each other.



3. Ask B's to arrange their chairs so that they can sit and face their partners.



4. Explain to everyone that the A's are going to share with the B's (for 1 minute) a topic you will announce in a few moments. Now explain to the B's that while their partners are trying to talk to them they are to

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respond with the "communication stoppers" specified by you. After four rounds, partners will exchange seats for the second part of the activity.

Part I

Round #1:

A's Topic: "Something I'm Looking Forward To."
B's Role: Ignore A. (Note: it is helpful to ask B's to stay in their seats.)

At the end of one minute, stop the process and have B's (the outside circle) stand up and move one seat to the left (clockwise).

Round #2:

A's Topic: "Something I Admire in a Friend."
B's Role: Interrupt.

Stop the process after 1 minute and have B's move one seat to the left.

Round #3:

A's Topic: "Something I'm Proud Of."
B's Role: Criticize.

Stop the process after 1 minute and have B's move one seat to the left

Round #4:

A's Topic: "How I've Felt Having This Activity."
B's Role: Listen to A's. (Note: You may need to point out to B's that this is to be positive and to listen actively to A.)

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At the end of 1 minute, have A's and B's exchange seats so that B's now face out and A's face in.

Part II

Round #1:

A's Topic: "A Decision I Need to Make." (Warn A's to keep it simple, i.e. what they plan to have for lunch, etc.)
B's Role: Give advice or solutions.

Round #2:

A's Topic: "Something About Me I'd Like to Change."
B's Role: Ask probing questions "Why Did You Do That?

Round #3:

A's Topic: "Something That Makes Me Sad."
B's Role: Reassure ("You'll Feel Better Tomor row.")

Round #4:

A's Topic: "How I've Felt During This Activity."
B's Role: Listen actively.

Summary: After the last round, ask the participants if they'd like to share any thoughts or feelings they may have experienced either as a listener or a speaker in any phase of this activity

Point out that "communication stoppers" are habits we form that impede our ability to listen and effect other people's feelings and our relationships with them.

What a Sharing Circle Can Do

Key Activity

Purpose: To allow participants to lead a practice circle and to experience the wide range of skills and attributes that can be developed in a sharing circle.

Time: approximately 30 minutes

Materials needed: chart paper, marking pens, a copy of the “Something That Causes Me Stress” activity guide for each sharing circle leader, and a copy of the “Skills And Attributes Reference” for each participant (master copies follow this activity).

Directions:

1. Have participants rejoin their original circle groups and explain that they are now going to conduct a practice sharing circle.

2. Have groups select a new leader for this circle and provide an appropriate activity guide to each of these people. Ask the new leaders to quickly review the activity guide and tell them that they will have 15 minutes to conduct this circle session. Have them begin.

3. While they leaders are preparing, hand out a copy of the”Skills And Attributes Reference” to all the participants.

4. After the sharing circles have been concluded, explain in your own words that the sharing circle is an important place for children to practice, experience, and see modeled many skills that allow people to function effectively in the work place.

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5. Ask everyone to take a look at the "Skills And Attributes Reference" and let you know any of the areas listed that they have experienced to this point in the workshop because of the structure or content of the sharing circles they have observed or in which they have participated.

6. As these are mentioned write them on the chart paper and comment on the number to which participants have been exposed in only a few sharing circles.

Something That Causes Me Stress

A Circle Session

Objectives:

Participants will:
- describe causes of personal stress.
- discuss specific things that can be done to relieve stress.
- state that feelings of stress are normal.

Introduce the topic:

Say to the participants: *Our topic for this session is, "Something That Causes Me Stress." Do you ever get tongue tied? Feel uptight or on edge? Get a headache or a queezie stomach when you're not sick? Chances are the cause of those feelings is stress. Many different things can cause stress— worrying about a test, feeling angry at someone, or not getting enough sleep, for example. Even good things can cause stress—like the excitement of waiting for a special event. Think of something that causes you stress and tell us about it. What happens to cause the stress, and how does it affect the way you feel, the thoughts you have, and the things you do? Take a few minutes to think about it. The topic is, "Something That Causes Me Stress."*

Discussion questions:

- Why do people experience stress?
- Do the same kinds of things frequently cause you stress?
- If you know something is likely to stress you, what can you do about it?
- Do feelings of stress do us any good? Explain your answer.

SKILLS AND ATTRIBUTES REFERENCE

- LISTENING
- ORAL COMMUNICATION
- TRUSTING
- RELIABILITY/DEPENDABILITY/RESPONSIBILITY
- UNDERSTANDING OF OTHERS (EMPATHY)
- ADAPTABILITY
- ASSERTIVENESS
- INITIATIVE / WORK ETHIC
- DECISION MAKING
- TIME MANAGEMENT
- GOAL SETTING
- STRESS MANAGEMENT
- LEADERSHIP
- PROBLEM SOLVING

All people, young and old, possess these skills and attributes (qualities) to some degree. Research demonstrates that when deficiencies in their development exist, individuals are "At-Risk." On the other hand, as these skills and attributes are developed in the individual performance goes up and self-esteem is enhanced. This holds true for all socio-economic levels, all cultures, and for every other environmental condition or circumstance.

Seeing the Same Thing Differently —

Discussion and Experience Sheet

Key Activity

Description: After a short discussion about differences among people, the leader conducts three rounds of an experiment printed on the experience sheet, "Now You Don't See It. . .Now You Do!" The participants then discuss how differing perceptions can cause conflict.

Objectives: Participants will:
- describe how divergent points of view contribute to conflict.
- discuss how the skill of recognizing and appreciating different perceptions can be used to creatively diffuse conflict.

Time: approximately 25 minutes for discussion and the completion of the experience sheet

Materials needed: chart paper, marking pens, a stop watch or watch with a second hand, and one copy of the "Now You Don't See It . . .Now You Do!" experience sheet for each participant (a master copy follows this activity).

Directions: **Explain to the group that they are going to experience how easily conflicts can arise from the need of people to be right.** In your own words, explain: *Two or more people can be looking at exactly the same thing (e.g., a problem, a question, a statement, etc.) and see it quite differently. This is one of the basic ways in which people are unique. As we grow older, the way we see things in our world is determined more and more by our previous experiences and learnings. The way we say a particular word can be different, just because of the way we learned it. People even tie their shoes and use their knife and fork in many different ways.*

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Offer this observation about conflict: *Conflict occurs when people start to argue about the different ways they perceive or see things.*

Generate a discussion by asking these and other relevant questions. As the everyone considers the questions, be sure to point out that the need to be right about one's point of view or perception is the biggest cause of conflict:

— What kinds of things do you see or perceive differently from someone else?

— What happens when people argue about their different perceptions?

— Have you ever thought you were right about some thing and then learned later that you were wrong? How did it happen? How did you feel about changing your mind?

— What do you think is the biggest reason people fight about things?

Allow a few minutes for discussion, then give a "Now You Don't See It . . .Now You Do!" experience sheet to each participant. Ask them to carefully read the statement, "FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS." After they have read the statement, ask them to count the number of F's it contains. **Allow exactly 15 seconds** for them to count—then tell them to turn their experience sheet over so that it is face down.

Take a poll. Ask participants to raise their hands if they saw 3 F's. Record the number on the board or chart paper. Then ask for a show of hands from those who saw 4 F's. Record that number. Finally, ask for a show of hands from those who saw 5 or more F's. Record that number.

Point out that even though they were looking at exactly

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the same statement, they saw it differently from one another. Ask them to again read the statement and count the F's. **Allow 5 seconds**—then tell them to turn their experience sheet face down again.

Repeat the poll. Record the number of students seeing 3, 4, and 5 or more F's. Again, point out that even after this second counting, there are differences in perception.

Conclusion:

Finally, have participants look at the statement together. Read it with them and point out each of the six F's as they appear.

Invite them to try the statement out on their friends and family. Suggest that they have fun with it, while taking advantage of the opportunity to teach others about the concept of different perceptions. Point out that this knowledge not only helps us clarify the origin of many conflicts, but motivates us to better understand and appreciate others for their differences.

Now You Don't See It . . .Now You Do!

Experience Sheet

Read This . . .

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

People are different from one another in many ways. How they see things, or what we call their perceptions can be very different even when they are looking at the same thing. This is one important way we are unique from others.

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The Spelling Test

Key Activity

Purpose: To create an awareness in participants of the feelings that develop when individuals are in alien environments.

Time: approximately 15 minutes

Materials needed: a copy of the attached worksheet for each participant, chart paper and marking pens

Directions:

1. **Introduce the activity:** Explain that you would like to have everyone take a test. Expect some "boos and hisses." This isn't a serious test, but they'll find it interesting.

2. Provide each participant with a test sheet and explain the rules:
    a. No talking
    b. No questions or comments
    c. Follow verbal instructions

3. Explain further that participants are to write in cursive, but that they are to use their non-dominant hands (i.e., if they are right-handed they are to use they left hand, etc.)

4. **Begin testing:** Use the words in the following list:
    Additional
    Accommodate
    Extraordinary
    Pleasurable
    Fortuitous
    Expeditious
    Ambidexterity
    Uncomfortable

    Repeat each word twice. Immediately after saying the word for the first time, you should write the word yourself , **but with your dominant hand.** As you complete writing each word, announce the next word.

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5. After completing the last word, tell the participants to stop writing and put down their pencils. The test is over!

6. **Debrief the activity:** Ask the group to volunteer what feelings they experienced during this exercise and write their responses on the chart paper. Explain that what they have just experienced is stress. The negative words or expressions they have volunteered are synonyms for stress.

Summary: After the debriefing, explain that when children find themselves in environments where they are ill-equipped or uncomfortable that learning and performance are diminished. Many children grow into adulthood not having acquired important skills necessary to perform in the work place and experience similar discomfort and stress. Skill development is an important way to effectively reduce stress and increase performance.

Spelling Test Sheet

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

*Strength Bombardment**

Purpose: To give participants an experience in giving and receiving compliments.

Time: approximately 20 minutes

Directions:

1. Explain to participants that this activity is designed to provide them an experience in looking at what they feel when giving and receiving compliments. Tell them that they will all receive a compliment from the members of their circle groups. As these compliments are given, the recipients should be aware of what they experience in receiving compliments.

2. Remind everyone that there is only one legitimate **response to a compliment and that is, "Thank you." Anything else is too much.**

3. Designate one person in each circle group to be the initial target for the first round of compliments.

4. After this has been done, have each member of the group give the designee a one- or two-sentence compliment. Begin with the individual to the recipient's right and proceed counter-clockwise around the circle until everyone has paid the first recipient a compliment.

   [**Note:** tell the groups that when they have finished with the bombardment they should visit quietly until all the other groups have finished.]

5. Repeat this process with the person to the first recipient's right (the person who gave the first compliment) now being the target of the compliments.

6. Continue in this manner until every person in each circle has received a compliment from, and given a compliment to each member of his or her circle group.

7. After completing this activity, participants should be excused.

Self Esteem Discussion

Key Activity

Purpose: To give participants a working definition of self esteem and an understanding of how it is developed in the ***INSIGHTS*** program.

Time: approximately 10 minutes

Materials needed: a copy of the "Developing Self Esteem" graphic following this activity

Directions: **Introduce the definition:** In the ***INSIGHTS*** program self esteem is defined as an individuals perception of personal worth or worthiness.

[**Note:** refer to the definition and discussion of self esteem found in Section 1—"Welcome to ***INSIGHTS***."]

Expand the definition: Self Esteem is a collection of our learnings and experiences. Combined, these shape our perceptions of the world and each environment we encounter. Moreover they determine the ways in which we relate to and feel about every situation in which we find ourselves. When these feelings have to do with valuing ourselves they become indicators of our level of self esteem.

As each life situation presents itself, we experience feelings about our worth and worthiness. As circumstances or situations change so do these feelings. As we perceive these feelings, we come to see our level of self esteem. Thus, **our self esteem is really our unique perception of our worth and worthiness.**

Introduce the graphic: In your own words let the participants see that self esteem is more developed than

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taught. We can teach people **what** self esteem is and how important it is to develop, but for an individual's level of self esteem to increase, it must be developed. Therefore, ***INSIGHTS*** has been structured to permit self esteem to develop.

This is accomplished in each activity as children develop skills and come to acknowledge them through sharing circles. When children begin to see themselves in favorable comparison with others, they start feeling better about their competencies and abilities to get along well in the environments they encounter.

So much has been said about changing classroom environments to make them more conducive to developing self esteem, but with this we must also enhance each child's ability to deal effectively with a wide range of changing environments. The truth is, we don't always find ourselves in the environments we like. This is a vital understanding when we consider the working world. A growing ability to adapt to varied environments and feel good about oneself is a significant attribute to possess when entering the workforce.

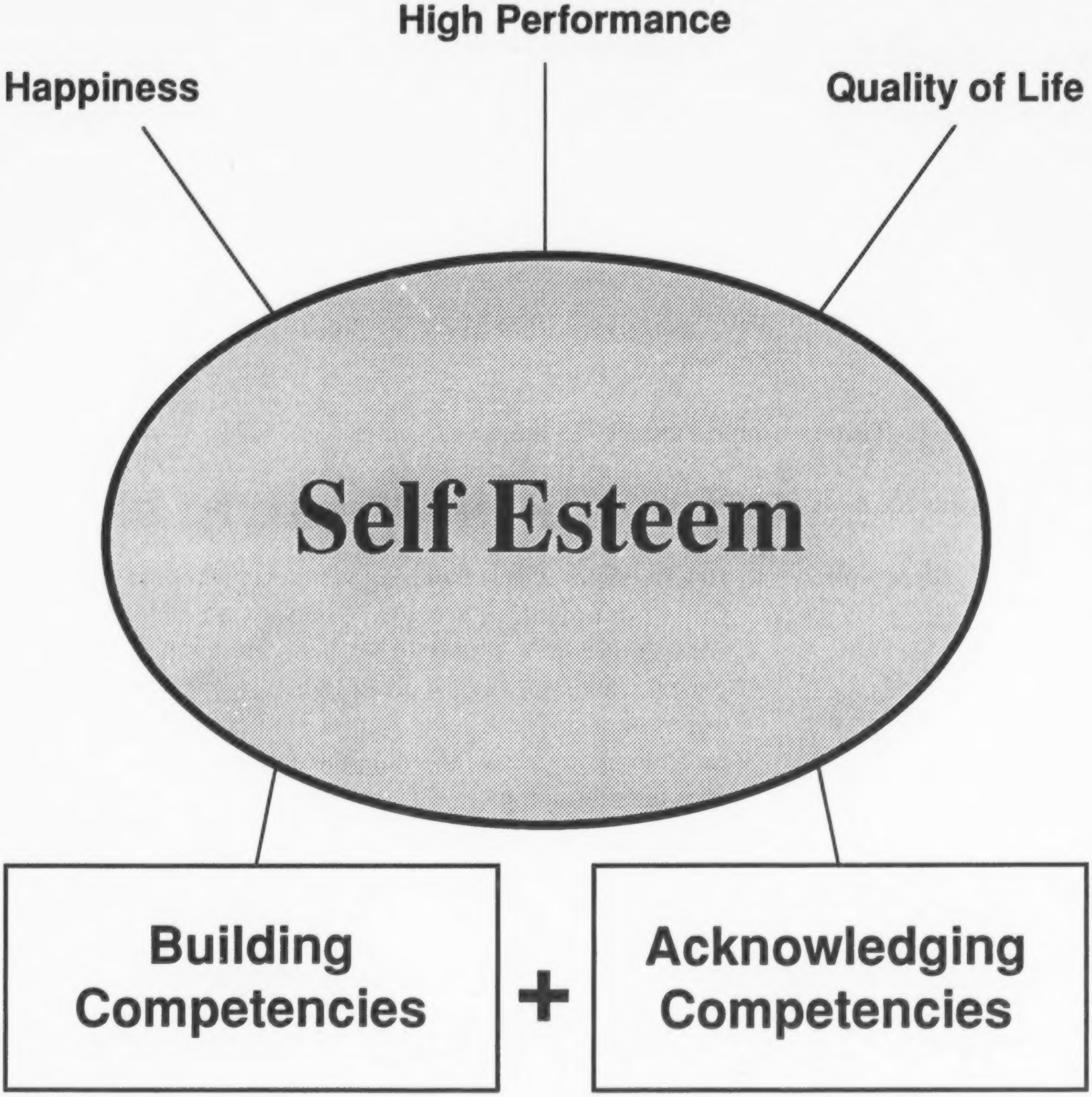
[**Note:** The points mentioned above should be made in any discussion of self esteem, but feel free to cast them in your own words.]

Review the graphic: While referring to the graphic, explain that ***INSIGHTS*** builds skills in the areas discussed earlier in the "Sharing Circle Demonstration."

Have participants go back to the "Skills and Attributes Reference" used earlier. Take note of these skills and explain how they have application in every life and work situation. Every individual can benefit from higher levels of competence in these areas.

As competence goes up and we are able to acknowledge these growing competencies and have them acknowledged to us, our self esteem increases.

DEVELOPING SELF ESTEEM



High Performance

Happiness

Quality of Life

Self Esteem

Building Competencies

+

Acknowledging Competencies

- **Skills**
- **Attributes**

- **Personal**
- **External**

Tape Recorder Dyads

Listening Exercise and Discussion

Key Activity

Description: The listener in this preliminary listening activity mentally records data provided by the uninterrupted speaker. Feedback of data by the listener is then corrected by the speaker. A discussion follows.

Objective: Participants will demonstrate attentive listening for content.

Time: approximately 25 minutes

Materials needed: chart paper, marking pens, and timer or watch

Directions:

1. **Briefly explain that listening is an integral part of the communication process.** One way to facilitate communication is simply to be silent, giving the person who is speaking a green light to speak without interruptions. The listener further facilitates communication by mentally recording the content of the speaker's monolog.

2. **Divide everyone into dyads.** Ask them to determine who will be **A** and who will be **B**.

3. Play two rounds of the activity, as follows:
   First half of round 1:
      Recording:
      A speaks uninterrupted for two minutes to his or her partner about a topic such as : "The Best Thing That's Happened to Me So Far Today." **B** listens attentively, mentally recording the speaker's data.

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Playback:
After the speaker's two-minute monolog, the listener is given one-and-a-half minutes to verbally "play back" the data given by the speaker during the "recording session."

Corrections or additions:
At the end of the playback, the speaker is given one-half minute to clarify any information the listener didn't understand or to add things the listener forgot.

Second half of round 1: Reverse roles (**B** speaks, **A** listens) and repeat the entire process (same topic).

First half of round 2: Person **A** becomes the speaker again. The procedure is exactly the same as for the first half of round 1. However, the topic is changed. A suggestion for the second topic is, "Things I'm Looking Forward to This Weekend."

Second half of round 2: Reverse roles (**B** speaks, **A** listens) and repeat the entire process (same topic).

Discussion questions:

After both rounds have been completed, facilitate a discussion by asking these and other questions. Record key responses on the chalkboard for a quick review:
— How did you feel as the speaker?
— How did you feel as the listener?
— Did it get easier or harder in round 2 to function like a tape recorder?
— Did you learn anything new and interesting about your partner?
— Of what value is silent attentive listening to effective communication?
— What are some things you can do to show someone you are really listening?

Add A Review to Your Circle Session Now and Then

Key Activity

Purpose: To focus participants' attention on the purpose and procedures used for conducting the optional review in a sharing circle.

Time: approximately 30 minutes

Materials needed: one copy of the "Something I Do Really Well" activity guide for each circle group (a master copy follows this activity), and one set of "Sharing Circle Rules" and "Steps in Leading the Sharing Circle" for each participant (master copies follow this activity). (You may prepare these on chart paper in lieu of, or in addition to, handing them out if you wish.)

[**Note:** at this point in the training, participants should already have this material.]

Directions:

1. Refer to the "Steps in Leading the Sharing Circle," point out where reviewing fits into the circle process. Explain that there is more than one reason for conducting a review. Invite the participants to tell you what the benefits of reviewing are as they perceive them. Make sure that the following points are mentioned:
   a. Reviewing helps people to sharpen their listening skills.
   b. Reviewing helps people to feel listened to, and thereby valuable.

2. Explain what the procedure is by outlining again for them what you just finished demonstrating in the "Sharing Circle Walk Through."

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3. At this point refer to Question 33 in the "Question and Answers " section of your manual. Point out some of the difficulties that may be encountered when a review is conducted. Go over each potential problem and show how it is effectively dealt with. In upcoming sharing circles have participants conduct reviews from time to time (at your discretion) and answer questions they have about the review to reinforce its effectiveness.

   [Note: you may also want to use the review discussion found in the section entitled "Other Sharing Circle Strategies as a resource.]

4. Now have the circle groups select a new leader and conduct a sharing circle with the topic "Something I Do Really Well." Give each new leader the appropriate activity guide and have them begin. (Provide 15 minutes for this cricle session and be sure to remind the leaders to watch the time.)

Summary: After the groups have closed the sharing circles, debrief the entire group by asking for questions or comments regarding the review specifically or the sharing circle in general.

Something I Do Really Well

A Sharing Circle

Objectives:

Participants will:
—see that there are many things that they do well.
—have an opportunity to personally acknowledge themselves.
—have the opportunity to acknowlege others.

Directions:

Gather the group into a circle and set the tone.

Now you may say: *Let's see how well we remember the sharing circle rules rules. Review and discuss the rules in a friendly manner.*

Introduce the topic: Simply say, *Our topic for this session is, 'Something I Do Really Well.'*

Elaborate: You may say, *Think about the things you particularly like to do and that you do well and tell us about one of them. . It could be something you do at home or on the job. Perhaps it's a skill you have developed or a talent you have. It may be something that you enjoy doing by yourself or that effects others. Let's take a few moments to think about it quietly. The topic is, 'Something I Do Really Well.'*

Invite the circle members to take turns speaking. Listen carefully to each one and guide the others to do the same. Don't allow negative interruptions. Be sure to take a turn yourself.

Conduct a review (optional): After everyone who wants a turn has had one, you may ask participants to briefly tell one another what they heard each other say. Have them take turns and explain that this will sharpen their listening skills.

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Something I Do Really Well

(Continued)

Summary: After each individual who wants to speak has done so, ask the group:

— *What did you feel or experience as you shared or listened to others share?*

— *Who decides whether you do something well? Why do you think that is?*

— *Did you notice any interesting similarities or differences in the things that were shared?*

The Eyes Have It

Key Activity

Description: Following a brief introductory discussion about eye contact, the participants form dyads. In a carefully timed sequence, they speak to each other without eye contact and with eye contact. A discussion concludes the activity.

Purpose: The participants will:
—demonstrate the role of eye contact in communication.
—describe the importance of nonverbal forms of communication.

Time: approximately 25 minutes

Materials needed: chalkboard, chart, timer, or watch

Directions: **Briefly discuss with the group the importance of eye contact during conversation.** Then ask them to help you create a situation which will give them an opportunity to experience the effects of eye contact (and the effects of no eye contact).

Ask participants to choose a partner and sit so they are facing each other. They should also sit close to each other and as far away from the other dyads as possible to reduce distractions. Ask the partners to decide who will be **A** and who will be **B**.

Top of Round 1: Explain to the participants: *For one minute, I want **A** to talk to **B** about "How I Feel About the Weather We Are Having Today" (or some other topic). While **A** talks, **B** will not say anything and will not look at A. If you are **B**, look anywhere except into A's eyes. I'll give you a signal to stop at the end of the minute. Any questions? Begin.*

(Continued Next Page)

Feedback: At the end of the minute say: *Stop! Now I want **B** to look at **A** and for one minute, I want **A** to tell **B** how you felt when **B** wouldn't look at you while you spoke. I'll give you a signal at the end of one minute. Begin.*

Bottom of Round 1: Stop the feedback session after one minute and say: *Now we are going to repeat this procedure. **A** will still be the speaker, and **B** will remain silent. However, this time as **A** speaks, **B** will look at A. You will have one minute, and the topic will be the same. Any questions? Begin.*

Feedback: At the end of the minute say: *Stop! Now I want **A** to tell **B** how you felt when **B** gave you eye contact as you spoke. I'll give you a signal at the end of one minute. Begin.*

Round 2: Signal the end of one minute and explain: *Now we'll repeat this procedure once more, only **B** will be the speaker and **A** will listen. I'll signal when each minute is up, and I'll give you directions between stages.*

Follow the same procedure as for Round 1. Ask **B** to speak to the topic, "What I Plan To Do This Evening."

Synopsis:

Round 1

"How I Feel About the Weather We're Having Today"
One minute-A speaks; B gives no eye contact.
One minute-A tells B how that felt.
One minute-A speaks; B gives eye contact.
One minute-A tells B how that felt.

Round 2

"What I Plan To Do Thid Evening"
One minute-B speaks; A gives no eye contact.
One minute-B tells A how that felt.
One minute-B speaks; A gives eye contact.
One minute-B tells A how that felt.

(Continued Next Page)

[**Note**: When the partners are not giving each other eye contact (two of the eight minutes). The noise level in the room will increase considerably, because the speakers will be trying to get the listeners' attention, and will be discharging their frustration (almost always by laughing).]

Facilitate a discussion about the importance of nonverbal communication. Ask these and other open-ended questions:

— *How did you feel when your partner would not make eye contact with you?*

— *How did you feel when you did get eye contact from your partner ?*

— *How did you feel about giving your partner eye contact?*

— *In what other nonverbal ways do people show they are listening (nodding, leaning forward, interested facial expression, smile)?*

— *Why did the room get noisier when the speakers were not receiving eye contact?*

— *What is the most important thing you learned from this exercise?*

Debriefing the Sharing Circle

Key Activity

Purpose: To focus attention on the sharing circle process and to model positive feedback as a tool for improving leadership skills.

Time: approximately 30 minutes

Materials needed: chart paper, marking pens, a copy of the "A Time I Felt Good and Bad About the Same Thing" activity guide for each circle leader, and a debriefing form for each participant (master copies follow this activity)

Directions:

1. If necessary, have participants reform into their original circle groups. Explain that they are now going to enjoy a sharing circle in which they can practice active listening. In addition, they will be introduced to an important tool for using feedback as a means of developing skills in leading the sharing circle.

2. Have each group select a new leader and give each one a copy of the "A Time I Felt Good and Bad About the Same Thing" activity guide to review.

   [**Note:** point out that this is a sharing circle from ***INSIGHTS*** Module III.]

3. While the leaders are preparing, hand out a copy of the debriefing guide to each participant. In your own words describe the debriefing process and its value as a collaborative learning tool to support their colleagues in becoming more skilled as sharing circle leaders.

   [**Note:** prepare your comments after reviewing the section in your manual entitled "Coaching and Debriefing."]

(Continued Next Page)

4. Now ask for someone in each circle to volunteer as a debriefer for this circle session. Have them sit outside the circle. Explain that their task will be simply to observe the leader and record behaviors on the debriefing guide. They should situate themselves so that they are facing the circle leader from outside the opposite side of the circle. (Point out that only the debriefers will use the debriefing guide.)

5. After your comments and after the debriefers have positioned themselves, have the leaders begin. (Provide ten minutes for completion of the circle session.)

6. After the circles are completed, ask the debriefers to move into the circle and sit opposite the leaders. Following your directions have them debrief the leader.

7. At this point, ask the group if they have any questions or comments they'd like to discuss.

Summary: This activity provides an introduction to the debriefing process, and it focuses the attention of all the participants on the sharing circle process as well. In this way it is a useful tool in modeling effective feedback, and in drawing the attention of participants to the mechanics of the circle.

A Time I Felt Good and Bad About the Same Thing — *A Sharing Circle*

Relates to: Language Arts (oral language)

Objectives: The children will:

— verbalize both positive and negative feelings.

— identify ways to express and deal with feelings.

Time: approximately 15 to 20 minutes

Directions: **Review the sharing circle rules.** Ask a volunteer to name all of the rules. Acknowledge the volunteer for his or her good memory. Fill in any remaining rules, and ask the children to commit to following them throughout the session.

State the topic. Say to the children: *The topic today is, "A Time I Felt Good and Bad About the Same Thing." Sometimes things happen and we have mixed feelings about them. We feel both good and bad at the same time. Perhaps you felt good about making the team, but bad because you didn't get the position you wanted or because your best friend didn't make the team at all. Perhaps your family moved from one place to another, and although you were happy to get a room of your own, you were sad to leave your old neighbors behind. Or maybe you were excited to have a chance to go to Disney World, but were sorry because you missed a special birthday party. Although you love your younger brothers or sisters, you may sometimes have to play with them when you'd rather be outside with your friends. Take a few moments to think of a time when you had mixed feelings about something. When you are ready, raise your hand. The topic is, "A Time I Felt Good and Bad About the Same Thing."*

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A Time I Felt Good and Bad About the Same Thing (Continued)

Involve the children. Invite each child to share. Thank those who contribute, and be sure and take a turn yourself.

Conduct a summary. Encourage the children to talk about what they learned in the circle. Use these and other questions to generate a discussion:
—*What kinds of mixed feelings did we have in common?*
—*Which feelings seemed to be strongest, the good or the bad? Why do you think that is?*
—*Why is giving up something a tough price to pay for having something else? Does it happen often?*

Conclude the sharing circle. Thank the children for listening and sharing.

DEBRIEFING GUIDE

Instructions:
- Make your comments specific, descriptive and objective, and remember POSITIVE COMMENTS ONLY.
- Before debriefing the circle leader, be sure to ask, "How do you feel about the circle session and leading it?"

Leader ___________

Debriefer ___________

PROCESS CUES	VERBAL BEHAVIORS	NONVERBAL BEHAVIORS
A. Setting the tone		
B. Reviewing the circle rules		
C. Introducing the topic		
D. Leading the participation phase		
E. Leading the cognitive summary		
F. Closing the circle		

Other Comments:

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*Success Bombardment**

Group Exercise and Discussion

Description: Participants individually list a significant success they have experienced during someperiod of their lives. Each participant then describes his/her success to the other members of the circle group, who in turn label the speaker with positive adjectives suggested by his/her success experience.

Objectives: Partiticpants will:

— focus on a success they have experienced.

— verbally and in writing express their recognition of one another's successes.

Time: approximately 25 minutes

Materials needed: a blank sheet of paper for each participant

Directions:

1. If necessary, have participants regroup into their original sharing circle groups.

2. Distribute a sheet of blank paper to each individual.

3. **Tell the participants to briefly describe in writing, one significant success they have experienced in their lives.** Have them work individually, using their blank paper. Announce that they have 3 to 4 minutes to complete the task. (Emphasize that the success needs to be carefully written.)

4. **Explain the success bombardment process.** Tell the group that you want them to take turns sharing their success with their sharing circle group. *Immediately* after each person has shared his or her success, the other members of the circle are to think of at least one adjective that describes the person. Suggest that they choose

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adjectives that fit the success the individual described, e.g. *determined, creative, hard-working, brave*, etc. Have each circle member then share that adjective with the person who just described his or her success.

[**Variation:** if time permits, have participants individually write their adjectives on the the paper s of the people sharing their successes.]

Discussion questions:

Allow time for everyone to share and receive their success bombardments. Then facilitate a total group discussion. Ask these and other questions:
— How did you feel when you were being labeled positively?
— What good does it do to remember our successes?
— How did people react to your success at the time you achieved it?
— *What would happen if you asked for positive reactions after every success?*

SECTION 6

Coaching and Debriefing

Debriefing a Sharing Circle

Debriefing is a way to give and receive positive feedback concerning sharing circle leadership. It is also a way of collaborating to support colleagues in the effective implementation of the ***INSIGHTS*** program.

Debriefing is a universal technique for providing effective feedback. It is particularly useful in developing circle leadership skills. In the debriefing process one person observes another and takes simple, objective notes (either mental or written) on the behaviors observed in the other person as she/he leads or participates in a circle session.

[**Note:** the form following this discussion is a valuable guide to recording these observations.]

The debriefer is usually not a circle member, and the person being debriefed is usually the leader. After the circle is closed, the debriefer describes verbally to the person who was observed what the positive things were that the debriefer saw the person do. Debriefing is characterized by three words. They are: (1) objective, (2) descriptive, and (3) positive.

Here is an example of what one teacher who was the debriefer said to another teacher who had just been observed as she led her first circle session:

Ed: "Joyce, how do you feel about the circle?"

Joyce: "I feel pretty good. I think it went well, considering it was my first circle. I realize now that I forgot to take my turn. (laughs) I just forgot."

Ed: "Anything else?"

Joyce: "No, I don't think so. Go ahead with the debriefing." (laughs again)

Ed: "Okay. Well, you started out by smiling at everyone as the group sat down and got situated. You kind of chuckled, which caused several others to chuckle, and then you looked at each person slowly and said each one's name carefully. As you did that your eyes were twinkling. Then you stated the topic and described it a

> little bit. Your voice was very soft, but clear, and you seemed to be enjoying yourself. As you talked you moved your hands like this (demonstrates movements). You said the topic again, and then you began to smile at each person in the circle. If I had been one of the members, I'm sure I would have felt relaxed and intrigued. Marisa responded first and as she spoke you looked right at her and nodded now and then. You were leaning toward her as she talked. Then . . ."

Note that Ed first asked Joyce how she felt. This is an important first step. After people do something exciting and stressful (like taking the risk of demonstrating a new set of skills in front of a group of peers), they generally appreciate having a chance to discharge the built-up tension with words and laughter.

After Ed listened to Joyce's response, he began to debrief her leadership of the circle session. His remarks to her simply told her what he had seen her do that he considered to be of a positive nature. He did not evaluate her performance; he only described it as objectively as he could.

Because they are not accustomed to it, some individuals are uneasy with this kind of feedback at first. For people who are used to being evaluated and evaluating others with respect to positive and negative aspects of performance, debriefing initially seems to lack depth. The effect of this procedure on the vast majority of people, however, is very meaningful, and they respond by showing eagerness to learn more.

A common response is, "Gee, I didn't realize I'd done all those things." Leaders are delighted to hear evidence of their pleasing natural abilities for which they have never given themselves credit. In this way debriefing constitutes an enjoyable method for teachers and counselors to meet the challenge of improving circle session leadership. And as far as mistakes and omissions are concerned, one teacher once put it this way: "I don't need anybody to tell me what I could have done better. I know."

DEBRIEFING GUIDE

Instructions:

- Make your comments specific, descriptive and objective, and remember POSITIVE COMMENTS ONLY.
- Before debriefing the circle leader, be sure to ask, "How do you feel about the circle session and leading it?"

Leader ___________

Debriefer ___________

PROCESS CUES	VERBAL BEHAVIORS	NONVERBAL BEHAVIORS
A. Setting the tone		
B. Reviewing the circle rules		
C. Introducing the topic		
D. Leading the participation phase		
E. Leading the cognitive summary		
F. Closing the circle		

Other Comments:

AIDS FOR GIVING AND RECEIVING FEEDBACK

Some of the most important data we can receive from others (or give to others) consists of feedback related to our behavior. Such feedback can provide learning opportunities for each of us if we can use the reactions of others as a mirror for observing the consequences of our behavior. Such personal data feedback helps to make us more aware of what we do and how we do it, thus increasing our ability to modify and change our behavior and to become more effective in our interactions with others.

To help us develop and use the techniques of feedback for personal growth it is necessary to understand certain characteristics of the process. The following is a brief outline of some factors which may assist us in making better use of feedback, both as the giver and the receiver of feedback. This list is only a starting point. You may wish to add further items to it.

1. **Focus feedback on behavior rather than person**

   It is important that we refer to what a person does rather than comment on what we imagine he is. This focus on behavior further implies that we use adverbs (which relate to actions) rather than adjectives (which relate to qualities) when referring to a person. Thus we might say a person "talked considerably in this meeting," rather than that this person "is a loudmouth." When we talk in terms of "personality traits" it implies inherited constant qualities difficult, if not impossible, to change. Focusing on behavior implies that it is something related to a specific situation that might be changed. It is less threatening to a person to hear comments about his behavior than his "traits".

2. **Focus feedback on observations rather than inferences.**

   Observations refer to what we can see or hear in the behavior of another person, while inferences refer to interpretations and conclusions which we make from what we see or hear. In a sense, inferences or conclusions about a person contaminate our observations, thus clouding the feedback for another person. When inferences or conclusions are shared, and may be valuable to have this data, it is important that they be so identified.

3. **Focus feedback on descriptions rather than judgment.**

   The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. The judgments arise out of personal frame of reference or values, whereas description represents neutral (as far as possible) reporting.

4. **Focus feedback on description of behavior which are in terms of more or less "rather than in terms of "either-or"**

   The "more or less" terminology implies a continuum on which any behavior may fall, stressing quantity, which is objective and measurable, rather than quality, which is subjective and judgmental. Thus, participation of a person may fall on a continuum from low participation to high participation, rather than "good or "bad" participation. Not to think in terms of "More or less" and the use of continua is to trap ourselves into thinking in categories, which may then represent serious distortions of reality.

5. **Focus feedback on behavior related to a specific situation, preferably to the "here and now," rather than to behavior in the abstract, placing it in the "there and then"**

   What you and I do is always tied in some way to time and place and we increase our understanding of behavior by keeping it tied to time and place. Feedback is generally more meaningful if given as soon as appropriate after the observation or reactions occur, thus keeping it concrete and relatively free of distortions that come with the lapse of time.

6. **Focus feedback on sharing of ideas and information rather than on giving advice**

   By sharing ideas and information we leave the person free to decide for himself, in the light of his own goals in a particular situation at a particular time, how to use the ideas and the information, and in that sense we take away his freedom to determine for himself what is for him the most appropriate course of action.

7. **Focus feedback on exploration of alternatives rather than answers on solutions.**

   The more we can focus on a variety of procedures and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution—which may or may not fit our particular problem. Many of us go around with a collation of answers and solutions for which there are no problems.

8. **Focus feedback on the value it may have to the recipient not on the value or "release" that it provides the person giving the Feedback.**

   The feedback provided should serve the needs of the recipient rather than the needs of the giver. Help and feedback need to be given and heard as an offer, not an imposition.

9. **Focus feedback on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give.**

   To overload a person with feedback is to reduce the possibility that he may use what he receives effectively. When we give more than can be used we may be satisfying some need for ourselves rather than helping the other person.

10. **Focus feedback on time and place so that personal data can be shared at appropriate times.**

    Because the reception and use of personal feedback involves many possible emotional reactions, it is important to be sensitive to when it is appropriate to provide feedback. Excellent feedback presented at an inappropriate time may do more harm than good.

11. Focus feedback on what is said rather than why it is said

The aspects of feedback which relate to the what, how, when, where, of what is said are observable characteristics. The why of what is said takes us from the observable to the inferred, and brings up questions of "motive" or "intent."

It is maybe helpful to think of "why" in terms of a specifiable goal or goals - which can then be considered in terms of time, place, procedures, probabilities of attainment, etc. To make assumptions about the motives of the person giving feedback may prevent us from hearing or cause us to distort what is said. In short, if I question "why" a person gives me feedback I may not hear what he says.

In short, the giving (and receiving) of feedback requires courage, skill, understanding, and respect for self and others.

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Professor of Psychology
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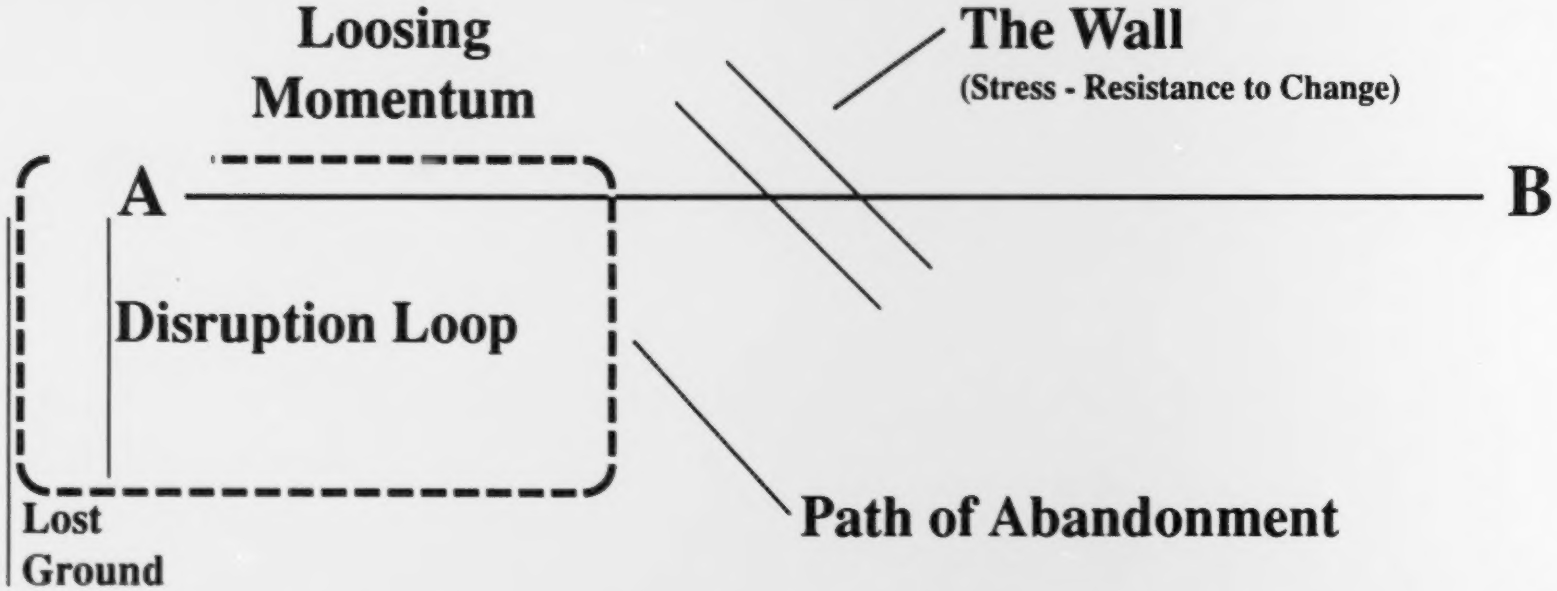
Los Angeles

UNDERSTANDING AND DEALING EFFECTIVELY WITH CHANGE



Loosing Momentum

The Wall

(Stress - Resistance to Change)

A

B

Disruption Loop

Path of Abandonment

Lost Ground

As we embark on the parth of change going from **A** to **B** we encounter resistance. This resistance is only the stress created when we are asked (imposed change) or decide (self-determined change) to change. It is the stress always encountered when we move outside our personal or organizational comfort zones.

This stress can be likened to "The Wall" encountered by distance runners. It is imposing and should not be lightly dismissed. As we move toward the wall, we loose momentum and can find ourselves following the path of abandonment. This path forms a loop filled with disruption. If followed it can actually lead to a position where we have lost ground.

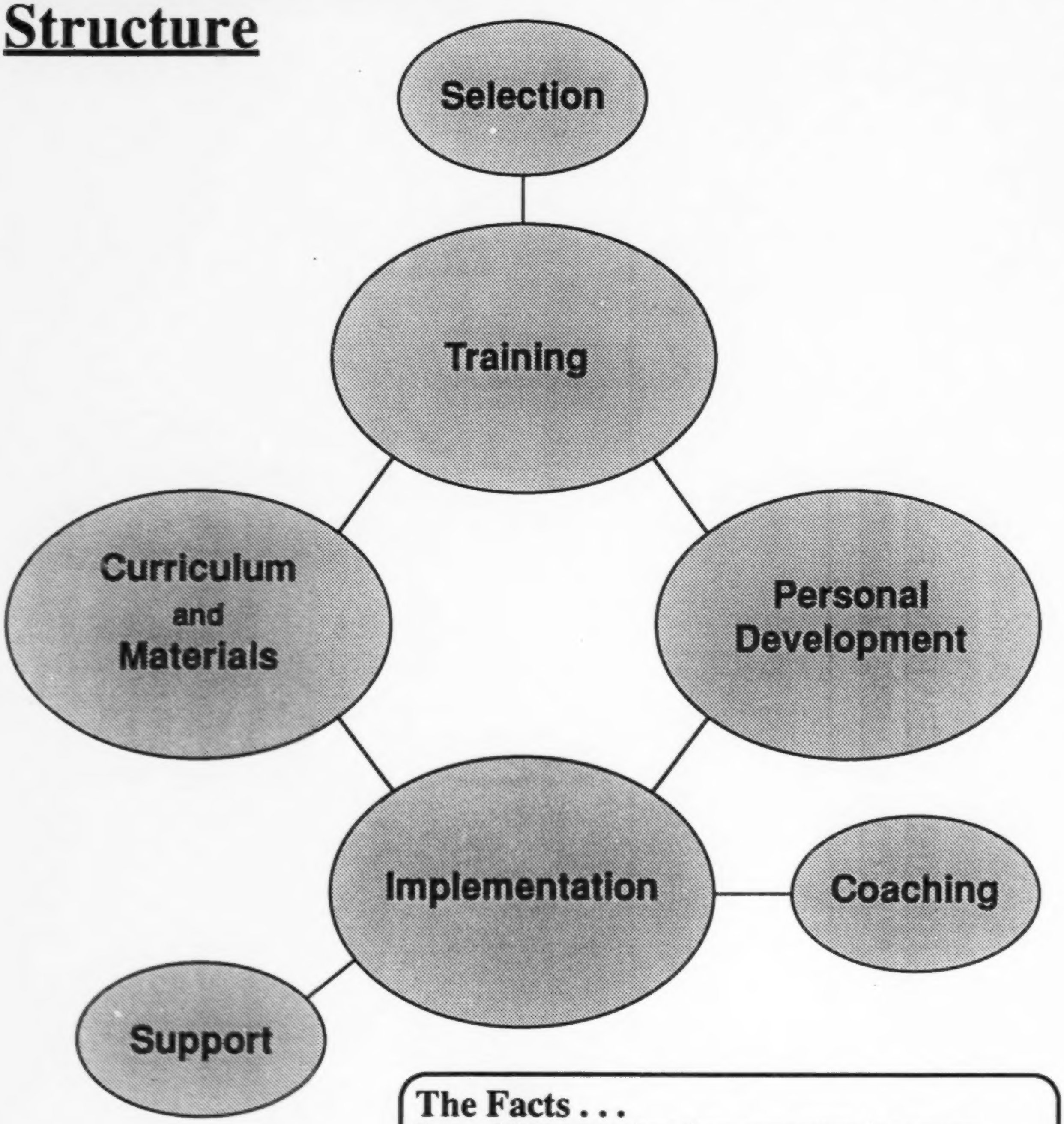
The Path of Abandonment is strewn with great ideas. To effectively deal with "The Wall" we must learn to manage stress. In addition, we know that two other strategies will assist us to stay the course. First, having a well defined and shared vision of just what **B** is. Once developed this goal, mission statement, or outcome vision must stay in clear focus. With an eye on the objective "The Wall" becomes less formidable. Second, we have learned that the journey is simpler when we take it with others. Through effective collaboration in the form of Shared Decision Making and Coaching we are able to draw on collective resources to deal with the obstacles and problems that manifest themselves in the change process. This understanding and these skills and awarenesses are vital to facilitating change.

RELATIONSHIP BETWEEN LEVELS OF IMPACT AND COMPONENETS OF TRAINING*

Levels of Impact Components of Training	Awareness plus concept understanding	Skill attainment	Application/ problem solving
Presentation of Theory	**85%**	**15%**	**5-10%**
Modeling	**85%**	**18%**	**5-10%**
Practice and low risk feedback	**85%**	**80%**	**10-15%**
Coaching	**90%**	**90%**	**80-90%**

*SOURCE: DR. BRUCE JOYCE AND DR. BEVERLY SHOWERS

Effective Program Structure



Selection

Training

Curriculum and Materials

Personal Development

Implementation

Coaching

Support

The Facts . . .

Successful programs share these components in common. Often programs have limited replication potential because they are too closely tied to the individual who has created or successfully implemented them. On the otherhand, without the right people, implementation of programs having the best curricula and materials is doomed. Even with the right people and materials, without ongoing support, programs dwindle and disappear

SECTION 7

Questions and Answers

Questions and Answers

Questions About the Leader's Role While Conducting Circle Sessions

1. How long will I feel strange and awkward using the process of the circle?

The circle session may demand behaviors from you that feel unnatural. It is important to remember that these steps were developed because of their proven effectiveness in promoting positive communication skills in children. You are urged to follow the format, to keep interaction positive, and to serve as a effective communication model. Use your own personal style. So long as the basic circle session steps are followed, your style should reflect what is most comfortable and closest to the real you.

2. Do I have to share verbally in the circle session?

The sharing circle rules apply to everyone equally: all the participants get a turn to speak, but they don't have to take it. Hence, there may be a number of times when you will choose not to share. On the other hand, if you rarely share, the children will probably not see you as a real member of the group. They may begin to respond with what they think you want to hear, not their real thoughts and feelings.

3. How long should I wait for a student to share verbally the first time?

Until s/he shares. e-evaluate what you consider to be involvement. Participation may be something other than talking. Attentiveness to others is positive participation. Verbal sharing is likely to occur when children feel comfortable, secure, and included and when they have something to say. Most teachers indicate this is generally not a serious problem in their circles after the children have experienced two or more sessions. There are exceptions. Be patient.

4. What should I do if I forget who said what during a circle session?

Be honest and ask for help. Your honesty sends the message: "It's okay to forget; everybody does. Even teachers are human."

5. There are times when I can make a very important moral or value point from the sharing that occurs in the circle. What should I do?

The basic atmosphere of the circle is one of acceptance. Moralizing has a judgmental quality. If you feel you should make a value statement, use an "I" message. That is, own the statement as a reflection of your own position or society's position, as you see it. (For example: "I think it's not right for people to take things that don't belong to them." "It seems to me that most people don't like to be interrupted.") In addition, ask the children what they think about the issue during the summary discussion, and accept their responses.

6. What should I do about a parent who asks to observe a circle?

Invite all parents and community members openly and warmly to participate in the circle. Explain the rules for the session (or ask the children to explain them) with the understanding that the parents have a right to share if they desire to—the same right the children have in the circle every day. Carry out the circle as you normally do, and take the time to answer the parents' questions afterward. The experience of participating in a circle is generally a positive one and usually answers most questions parents have.

Questions about Classroom Management

7. When is the best time to begin the INSIGHTS program with a particular group or class?

The best time to introduce *INSIGHTS* activities is when the class or group first forms. The program helps children get to know you and each other. Teachers who wait for a few weeks before introducing *INSIGHTS* activities are more likely to experience reticence in children than those who introduce the activities at the outset.

8. I like the idea, but I don't have the time. How can I fit INSIGHTS into my overloaded curriculum?

If you don't have the time, you can't! Your choice is "Shall I do *INSIGHTS*?" If you respond yes, you will find time. While you are leading circle sessions, other children are doing independent seat work on your subject matter core.

9. How should I decide who will be in which group?

There are numerous ways. Choose the one you feel will work best for you. The important "don'ts" are: (l) don't ability-group; and (2) don't separate children according to sex, or ethnicity. The maximum number should be 12, and eventually everyone in the entire class should participate in a circle.

10. Do children have to attend the circle?

No. If a student is involved with a task that for him/her takes precedence over attending the circle, then you may wish to allow that student to follow his/her own interests. On the other hand, if nonattendance is avoidance, you have a different situation. By avoiding, the student may be saying that s/he feels threatened, or uncomfortable, or that sharing is required. A solution may be to reassure the student that attendance does not have to mean verbal sharing. Everyone has the right to participate silently.

11. How should I introduce a new student to the circle?

Many ways are open to you. You may have another student in the circle tell the new participant what's happening, what the sharing circle rules are, and so on. Our experience indicates that introducing a new student to a small group facilitates acceptance in the larger group. New children have reported that the circles were especially helpful in allowing them to make friends in a new situation.

12. What should I do with the rest of the class while circles are being carried out?

The same thing you do when you use other small-group activities in the classroom. You may assign a wide variety of seat work, including free reading, catch-up time, individualized contracts, etc. This question is specifically dealt with earlier in the section entitled "Sharing Circle Guide" (Organizing the sharing circle session).

13. How should I deal with resistant children?

Children are easily misinterpreted. Quite often their seeming hostility or impudence is a mask covering shyness and fear. You don't have to solve their problems, and your attentive listening to them shows you care. Should a student say, "But we're not learning anything!" your response may be along the following lines:

Teacher: "How do you communicate with people outside the classroom?"
Student: "Talk. "
Teacher: "What for?"
Student: "To find out what's happening."
Teacher: "Is talking taught in school?"
Student: "Yeah, sort of."
Teacher: "Then maybe you are learning something."

Questions About Student Responses in Circle Sessions:

14. What can I do if children look blank, or there are long silences?

This behavior is not unusual, particularly when you first start circle sessions or if the topic is one children seldom think about. Suppose you sense the children are having difficulty grasping or relating to the topic. You can legitimize the silence by saying something like, "This topic requires some thought. Let's all take a minute to think about it."

Allow a minute or so to pass, restate the topic, and wait for someone to share. You may also decide to take your turn first if you sense the children would appreciate further clarification.

Another strategy is to announce the topic ahead of time, either the day before or at the beginning of the current day. You might also list topics on the chalkboard.

15. How should I respond when another member of the circle laughs at or puts down the student who is sharing?

Respond by letting the student know that what s/he is doing is unacceptable. Your first responsibility is to protect the speaker, even if your response to the offender appears to be a put-down. When it is his/her turn to speak, you will protect him/her just as vigorously.

At appropriate intervals remind the children of the rules, and if the unacceptable behavior persists, *excuse* the student from the circle session.

16. How do I deal with a response that indicates a student enjoys hurting others?

First of all, be sure the response is an honest one and not designed to get attention. If it is the latter kind, do not reward it with attention. If it is an honest statement, you have several options. You may accept the response without comment (probably the most difficult for many teachers), you may send an "I" message ("Hurting others gives me a bad feeling."), or you may ask the student how s/he thinks the other person felt about it.

17. What should I do when one student copies the response of another?

Accept the response. You may say, "Would you like to tell us more about...?" so the response can be individualized. Remember that a copied response may indicate avoidance by an individual who does not feel secure. This usually occurs when circle sessions are begun. Wait. Time will gradually establish a feeling of security.

18. How do you stop someone from sharing and sharing and sharing?

Ask the individual a closed-ended question that calls for a succinct response. Another strategy is to interrupt as gracefully as possible so you may reflect on what has been shared so far. Then repeat the topic to enable someone else to respond. From time to time gently but firmly remind the group that everyone has a right to share and that the time is limited.

19. What should I do when I get highly emotional responses to a topic?

This will happen occasionally because we all feel strong emotions at times. The vast majority of the sharing circle topics are upbeat and positive, but some zero in directly on negative emotions. When children respond very emotionally during the circle sessions, be sure to demonstrate acceptance of their feelings, and concern and caring for them. Do not feel compelled to cheer them up or solve their problems for them.

20. What do I do if a student starts crying during a circle?

First and foremost, accept the response positively as a legitimate expression of feeling. Let the student know that it is acceptable behavior. Everyone needs to cry at times. Give the student free, warm attention while s/he cries, and let him/her cry until s/he is finished. Tell the group, "Sharon is getting rid of her hurt by crying." If you model this behavior, the other children will behave similarly. If the student wishes to leave the circle, excuse him/her, but make contact again after the circle session.

21. What if a student starts telling about something negative that occurred involving another student in the circle?

This can usually be headed off during the beginning of the circle session by reminding children of the no-gossip rule. This is especially true if the topic can be used to get back at another student. Like any other rule, it needs to be enforced gently but firmly. This will remind children that the circle session is a special, protected environment.

22. What should I do if a student raises family problems as a response to a topic?

Children should be regularly reminded that naming names and sharing embarrassing information is not done in the circle. If family problems are shared, accept the statement, but do not pursue it. If a student persists, it would appear s/he needs to talk with someone. A response to this issue that we especially like is, "I'm a bit uncomfortable talking about that here, but I'll talk with you about it later. Is that all right?"

23. What should I do about issues raised in a circle such as anger or lying?

Sometimes a student will tell about feeling angry or talk about a time when someone lied and how s/he felt about it. While names should not be mentioned, this is a very acceptable part of a circle session because the student is sharing an experience and the feelings that went with it. However, angry confrontations in a circle are not acceptable. If a confrontation occurs, remind the children that the circle is not meant for confronting one another or putting each other down in any way. Provide an alternative outlet for children who wish to express anger or hostility. For example, you might suggest journal writing that is either private or shared only with the teacher. Or you might engage the children in one or more of the ***INSIGHTS*** conflict resolution activities to help the them explore ways to deal with their anger.

24. What do you do when a student has lied in the circle?

First, do not confront the student or allow his/her peers to do so. We suggest that you consider the reason for the exaggeration or lie, which is much more important than the lie itself. In reflecting on the reason consider the structure of the circle. Do the children feel they have to share? Are experiences of an unusual nature the only kind of sharing that receives recognition?

Questions About the Process and Content of Circle Sessions

25. Do I have to follow the format for circle sessions and activities as laid out in the INSIGHTS module?

No. ***INSIGHTS*** is a flexible, open-ended curriculum for teachers and counselors. The circle sessions have been placed in a suggested sequence but may be interspersed with activities and the distribution of experience sheets, as you see fit. You may, of course, also delete activities and add others of varying kinds to meet your needs.

26. Is it all right to change the topic when it appears that no one will share?

We prefer that you not. Instead, reflect to yourself on the reasons for the lack of response. Perhaps something is getting in the way of trust-building between you and your children. If you consistently change topics until someone speaks, you are essentially sending this message: "I won't be satisfied until you talk," which stands in direct opposition to the rule of voluntary sharing.

27. How long should I allow a silence in a circle session to last?

Normally, continued silences are not a part of the classroom experience, although short silences do occur during some circle sessions. Consider if the silence is reflective thinking before you interrupt. A general rule of thumb is to allow silence to the point that you observe group discomfort. It may have a catalytic effect if you share your feelings about the silence or begin to respond to the topic yourself as a means of getting things going. If you have tried these things and the silence persists, you may indicate, "Today doesn't seem to be a good day for sharing. The next time we meet for a circle session, the topic will be..." Then stop the session.

28. Will having the circle on a regular basis help my problem children?

If by problem children you mean those who consistently disrupt your scheduled activities by seeking attention and recognition, the circle can help, *if* they abide by the circle rules during the sessions. The circle is not a panacea. It does provide a time and place for everyone to be given attention and recognition—a space where others will listen. We believe that eventually these factors make a difference in the lives of children and classrooms.

29. What should I do when issues are raised in a circle that relate to cognitive themes in the curriculum?

If the children are interested in the issue, discuss it briefly, preferably as part of the summary discussion. Capitalize on their interest, but keep in mind that the circle is not for instruction. If instruction begins to take place regularly during circle sessions, the children will lose that time for self-expression. When the circle is over, carry out related activities to synthesize the cognitive and affective realms.

30.What should I do when sharing is really just beginning and the time is up?

First of all, be sure to hold the session when there is enough time to follow all the sharing circle session steps. If the time is up before everyone has had a chance to speak, end the circle by expressing your appreciation to the children for listening and sharing. Remind them that soon there will be another chance to participate, and tell them what the topic will be. Then tell the children that those who didn't get a chance to speak today will get their chance the next time the group meets.

31. Is it all right to continue a circle for an additional 10-20 minutes when we are doing a lot of sharing?

One result of an extended time limit may be an implied message: "I am going to continue the circle until everyone shares," which is undesirable. There are other times, however, when the circle has provoked such interest that the children want to continue the discussion. If time permits, continue, but officially end the session first. Twenty to thirty minutes is not magical, but we have found it is generally an appropriate period of time to carry out all the circle session steps while most children remain actively attentive.

32. Since INSIGHTS is an affective program, why do you have summary discussions at the end of every circle session?

INSIGHTS is intended to be a confluent education program that prizes children' cognitive as well as affective development. The summary discussion satisfies the need of children to know what they learned from the activity. The cognitive aspects of ***INSIGHTS*** also help you justify the value of including an affective component in your curriculum, not only to your children but also to administrators, colleagues, and community. In addition to (or instead of) the summary questions listed in each *INSIGHTS* activity, you may create your own that relate your curriculum.

33. We've run into some problems during the review part of the sharing circle. I'll list them:

- ***a. We often make it too long and drawn out.***
- ***b. Sometimes it becomes too much of a pressure thing to try to remember so much.***
- ***c. Other times we get side-tracked into making our own statements.***
- ***d. We have the habit of not being direct with one another.***

What can be done?

These are all typical problems that come up during a review. First, remember that a review is optional. You don't need to have one every time you have a sharing circle. Now let's talk about some of the problems that have come up in your review.

First you said that the review often becomes too long and drawn out. One way to get around this is to remind the group at the beginning of the review that they should only tell one another the main things they heard each other share. Tell them that details are unnecessary. Then go first and demonstrate. When someone else is brief and able to summarize another person's statement very concisely, be sure to make a positive comment about it, thus encouraging everyone to do the same.

The second problem you mentioned, in which the review becomes too pressured happens sometimes. A good idea is to tell the group, "Now, don't worry with this. If you forget something, that's okay. Just tell the part you remember. Someone else may join in and tell another part that he or she remembers."

Your third problem is very interesting. Very often people find it extremely difficult to simply look at someone and tell the individual what they heard him or her say, no more-no less. It's so easy to get side-tracked into making our own statements about ourselves. As the leader, you can demonstrate how reviewing should be done. You can also urge the group to tell the person they're reviewing "only what the person said." Explain that it's not necessary to praise the person or to say anything like, "I know what that's like because it happened to me. . . " or "I remember the time that I went. . . "

Finally, you mentioned that the members of your group sometimes fall into the habit of not being direct with one another during the review.

Frequently when someone starts to review to someone else, the reviewer says, "He told about - and he went here - and he did that- and so on." Instead of saying "You told about - you went here - and you did that and so on." As a leader, if someone starts to talk about someone in the review instead of talking to the person, gently interrupt and say, "Tell him. Say 'you' to him." Then the reviewer will look at the person who he or she is reviewing to, and start over again following your directions. (Also review the discussion of reviews found in the section entitled "Other Sharing Circle Strategies.")

SECTION 8

Additional Resources

Additional Resources

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